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ABSTRACT

Intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, this manual provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11. Section 1, Program Overview, describes the six-phase Project CHOICE (Creating Her Options in Career Education) process: screening, selection, diagnosis, prescription, career development program, and assessment. Diagnostic instruments are provided. Section 2, Introduction to Special Groups, discusses four areas of diagnosed needs: Defining and Valuing One's Self, Achieving Success, Asserting One's Self, and Coping with Success. Section 3 discusses program use. Section 4 is the Core Project CHOICE Career Development Program with four different variations for the individualized needs of participants diagnosed in the four areas (section 2). Goals, duration, related activities (handouts), materials needed, a suggested group leader script, and special group changes are included in the detailed directions for conducting each of these sessions: Off to a Good Start, Women's Many Options, Learning about My Interests, Learning about My Abilities and Values, Career Information Workshops I-III, Gathering Career Information, Beginning to Plan, Testing Reality, Selecting a School and Paying for It, Making Decisions, Getting That Job!, and Wrapping It Up. An extensive bibliography is provided. (YLB)

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ED185321

PROJECT CHOICE

Creating Her Options in Career Exploration

Case Western Reserve University

Cleveland, Ohio

U S DEPARTMENT OF HEALTH.
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MAY 1 1980

PROJECT CHOICE:

Creating Her Options in Career Exploration

Case Western Reserve University, Cleveland, Ohio

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Preface

The transformation of an idea into a completed work is a joyful experience. It could not have happened without the creativity and energy of many dedicated and talented people--people who believed in what they were doing and did it, no matter what the personal cost, no matter what the meteorological or professional adversity.

When we began our search, a model for career development programming focused upon talented adolescent women simply was not available in the literature. Indeed little was known in general about the psychological dynamics and life histories of talented and gifted young women in this age group. That the need existed was painfully clear but no member of the staff was prepared for the overwhelmingly enthusiastic responses of the six high schools: their personnel, the parents and young women themselves and the many community and professional women who volunteered to help.

The magnificence of the cooperation received from the schools in support of our efforts can never be fully described. They cheerfully tolerated our intrusions for data collection, testing, scheduling, and inservice workshops as full partners in a new enterprise. They knew there were no guarantees but they kept the faith and we applaud them with a standing ovation:

Cleveland Heights High School: Albert Abramovitz, Superintendent; Patrick Bernardo, Principal; Nancy Taylor, Counselor, John Farinacci, Unit Principal.

Erieview Catholic High School: Patricia Lange, Principal; Sister Jane Pank, Counselor; Juanita McPherson, Counselor.

Hathaway Brown School: Bancroft Greene, Headmaster; Debbie Nash, Counselor

Laurel School: Daniel Jennings, Headmaster; Janet Sloan, Counselor.

Shaker Heights High School: Fritz Overs, Principal; Lucy Burkett, Title IX Coordinator; Dorothy Orndorff, Counselor.

Villa Angela Academy: Sr. Anne Marie Diederich, Principal; Pat Gaski, Counselor.

There is no way to account for the superb good fortune of recruiting a perfect staff. We had one! Each individual took hold of a piece of the whole and saw it through to its completion. Somehow Connie Hollinger took hold of it all. She conceptualized, organized and juggled all the pieces--all the unanticipated calamities (except for the Cleveland blizzards of Winter 1977-78 which even exceeded her capacity).

The staff worked on the many components, sometimes seven days a week for weeks on end to hammer out ideas and to operationalize them. Through it all we are still talking to each other with affection and regard.

Elisabeth Plax gave so much in sharing expertise in career counseling and translating that knowledge into program structure. The writing and editing tasks were monumental undertakings always assumed with good cheer and great efficiency, debate over serial commas notwithstanding. Our resident theoretician and special group consultant, Diana Kahn cured our fear of success while rigorously demanding conceptual clarity always with humor and diplomacy.

It was no accident that Ruth Hervatin developed the achievement motivation special group. She exemplifies the mastery construct at all levels: ideas, execution, and technical excellence. Exuberant and gentle, Mary Parran agreed to being drafted at the eleventh hour and showed us how groups should really be run. She knows adolescence; we learned much from her.

The staff fondly referred to the Career Information Workshops as circuses. They were but Valerie George and Jane Moore were the ringmistresses attending to the myriad of detail, transcending incredible frustration while still assuming responsibility for many other organizational tasks associated with providing first-rate career information resources for our participants.

We are convinced that we had the very best secretarial assistance any project ever enjoyed anywhere! Rarely has so much paper been generated and regenerated but Subhash Sharma was more than equal to the task. With incredible devotion, he protected us from the telephone and produced the copy almost before the next idea was hatched with never a thought to the forty-hour week.

Anne Miller served as our fiscal conscience with her customary efficiency and good judgment.

The Women's Program Staff provided invaluable intellectual and technical support all along the way. We are particularly grateful to Dr. Joan Duval and her staff, but most especially to our Project Officer, Ms. Doris Shakin, who made dealing with the government a joy.

We will be forever indebted to the young women who, by choosing Project Choice, taught us a very great deal, indeed.

Lastly, very special thanks are due our families whose phantom members came and went at odd times, distracted and borderline neglectful. We celebrate your contributions to the effort that appears on these pages.

September 11, 1978
Cleveland, Ohio

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PROGRAM OVERVIEW

Introduction

Project Choice is a diagnostic-prescriptive program for talented adolescent young women. This handbook provides a detailed description of the total process of selection, diagnosis, prescription, intervention, and final assessment.

The decision to create a career development program for talented adolescent women was confirmed through an extensive computer search which demonstrated that no program materials were available which focused upon this group. Existing information consisted, for the most part, of fragmentary bits from general knowledge about adolescent development and the career development of talented males and college women. Little was actually available that pertained to those many adolescent women who are talented and multitalented in the performing arts, leadership, athletics, mathematics, art, and/or in traditional academic areas.

The fourteen-week program described within these pages represents, therefore, an effort to integrate and apply some of the pieces of existing knowledge within an individualized approach for a very special group, talented secondary school young women. Since the program is intended for use by secondary school counselors working with diverse types of adolescent women, field testing was undertaken with a range of students within public coed, parochial, and private all women's schools from a broad spectrum of socioeconomic and ethnic backgrounds.

The basic purpose of the program is to broaden the career options of talented adolescent women through identifying those personal and cultural barriers (particularly those related to sex-role stereotyping and/or sex-role socialization) that may interfere with the realization of their great potential and then engaging these students in activities designed to overcome the particular impediments to fulfillment. A plan of this kind is based upon the assumption that individual needs must be assessed and interventions designed in an individualized fashion for each participant.

What follows then is a diagnostic-prescriptive design whose sequence is described in a stepwise fashion with what we hope is sufficient flexibility to permit adaptation to a wide variety of settings and participant needs. Project Choice takes into account several of the more commonly experienced internal barriers: issues in achievement motivation, self-esteem, fear of success, and the need for more assertive behaviors as well as needs of talented adolescent women for appropriate information regarding opportunities and options for women in the world of work today. It includes strategies for presenting information about careers with emphasis upon non-traditional ones and presents ways of communicating knowledge about education and training beyond high school, financial aid, and job hunting within a group process context. The beginning point for such exploration is grounded in the self-assessment of values, attitudes, and abilities which more meaningfully creates linkages to the utilization of outside resources. A cornerstone of that resource development is the creation of a talent bank of adult women who can function in a variety of roles in support of the program whether as factual informants or real live role models.

Figure 1 provides an overview of the program design detailing the order of program events to be anticipated.

The Target Group

While Project Choice was originally field-tested with beginning eleventh graders, individual circumstances might very well dictate use during the end of the eleventh grade, the intervening summer period or, perhaps, the beginning of the senior year. Indeed adaptations for the junior high through tenth grade levels might also merit experimentation. There is some reason to believe however that the closer in time to the point at which decisions must be made regarding the future, the more serious will be the involvement of the participants.

All those who work with this age group are of course painfully aware of the difficulties inherent in administering special programs of this kind. Scheduling after the school day presents additional complications when the target group consists of students who are the most active members of the student body, the most likely to have scheduling conflicts with the myriad of organizations, special lessons, responsibilities, jobs, teams, and events. In some instances, these commitments serve as a defense against dealing with issues around growing up. Some counselors will no doubt have the opportunity to utilize time during the school day or blocks of time in the summer when such problems are less likely to interfere.

The number of participants who qualify and are involved will vary widely from setting to setting, from those large urban and suburban high schools where several groups can be going on at once to smaller communities where neither staff availability nor student body size permit such expanded scope.

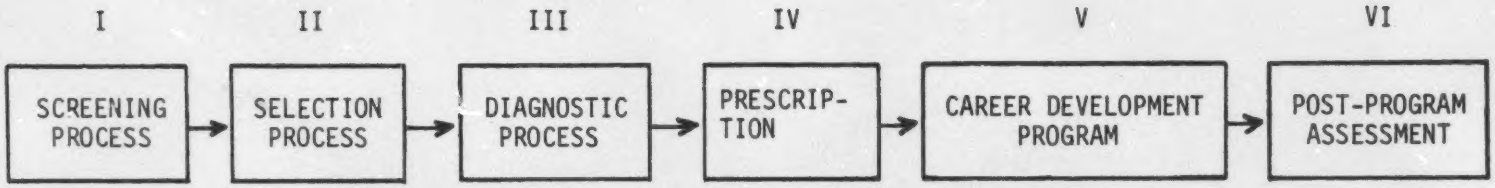
Phase I. Screening Process--Administration of Talent Inventory and Collection of School Records

Consistent with the broadest definition of talent and with the most comprehensive talent identification procedures, a wide net needs to be employed so that no eligible participant is inadvertently overlooked (Martinson, 1974). While in relatively small schools, counselors may have the advantage of knowing their students very well, there is sufficient transiency, new enrollments, and, most importantly, areas of talent not readily revealed within any school setting to warrant utilizing special techniques to insure that such information regarding talents is available for consideration.

The Talent Inventory (found at the end of this section with all other instruments) provides a convenient form for collecting information regarding special abilities, talents, skills and their recognition in the areas of home-related, athletic, community involvement, employment, literary arts, visual arts, performing arts, academic, and miscellaneous categories. The inventory also serves to procure a quick picture of educational and career aspirations. It can be completed in ten to fifteen minutes and was comfortably administered during the home room period during field testing. It was thought to be a useful experience for tenth grade boys as well when it was administered to an entire student body.

FIGURE 1

Overview of Project Design


I
SCREENING PROCESS
II
SELECTION PROCESS
III
DIAGNOSTIC PROCESS
IV
PRESCRIPTION
V
CAREER DEVELOPMENT PROGRAM
VI
POST-PROGRAM ASSESSMENT

I. Screening Process--Administration of Talent Inventory and Collection of School Records.

II. Selection Process--Application of Selection Criteria to Inventory and School Record Data.

III. Diagnostic Process--Administration of Instruments Selected for Diagnosis of External Barriers, Internal Barriers and Stage of Career Development.

IV. Prescription--Development of Individual Diagnostic-Prescriptive Codes for Each Participant.

V. Career Development Program--Implementation of Career Information Workshops, Role-Model Experiences, and Group Sessions.

VI. Post-Program Assessment--Administration of Original Diagnostic Battery and Program Evaluation Form.

Integrating the *Talent Inventory* information with data on record in school files becomes the next important step in the selection process. It is most important to emphasize that while school records of grades and test scores are important factors in the identification of *some* talent categories, the broad definition of giftedness permits inclusion of students who may not excel academically or whose test scores may far exceed their daily scholastic performance.

Phase II. Selection Process--Application of Selection Criteria to Inventory and School Record Data

The *Diagnostic Profile* form provides a convenient means for summarizing the many sources of information about potential talent. By using the *Talent Inventory* and the school records, each of the eighteen judgments can be made according to the guidelines set forth in *Criteria for Diagnostic Profile Ratings*. The diagnostic profile can be readily duplicated and with little practice a fast rate of completion can be achieved. Sufficient flexibility has been built in to accommodate a variety of measures of ability and achievement. It is recognized that there will be some significant gaps in information and that for certain self-effacing women information from records and special teachers, i.e., art, music, physical education, may be required to supplement the data previously described (see pages 14-33).

Under the assumption that space in the program will be limited, higher eligibility ratings should be assigned to those students whose career plans are not appropriately crystallized or whose family and social background may not be able to provide the important encouragement, information, or finances necessary for the pursuit of their educational and career aspirations. Otherwise, program eligibility is based primarily upon single or multiple talent ratings of four or five. The criteria are designed to provide objective standards for judgments insofar as possible. The writers recognize that personal preferences can unduly influence judgments of talent so that special precautions must be taken to guard against this all too human tendency.

When the program participants have been selected on the basis of talent profile analysis, arrangements can then be made to schedule the administration of a short battery of measures designed to diagnose individual needs in programming. The field test experience suggested that knowledge of having been specifically chosen for participation in a special program provides the necessary motivation to attend the assessment session. A sample letter of invitation appears at the end of this section (see pages 34-35).

Phase III. Diagnostic Process--Administration of Instruments Selected for Diagnosis of External Barriers, Internal Barriers, and Stage of Career Development

The diagnostic battery, consisting of several independent instruments, was developed and administered to determine each individual student's status with respect to three general factors:

Factor I: External Barriers

In order to bring together the required diagnostic information, an easily duplicated form, the Student Questionnaire, is provided which elicits information on those external conditions extant (see pages 36-39). It is important to consider the following:

A. Family Structure--Number of siblings, birth order of the student, and the presence or absence of one or both parents.
B. Father's and Mother's Occupation and Education--Level, nature, and work status of both parents.
C. Parental Aspirations--Nature and degree of parent aspirations for student's educational and occupational achievement as perceived by the student.
D. Role Model--Student's knowledge of, or personal contact with, women in the student's area(s) of career interest.
E. Financial Resources--The degree to which family financial resources may or may not pose a problem for the student's realization of her educational aspirations.
F. Sex Discriminatory Practices--Those external barriers identified by the student as potential barriers to the realization of her education and career goals.

Factor II: Internal Barriers

Measurement problems in personal-social areas are well known and are compounded in the present situation by certain additional constraints. It is particularly important to identify valid and reliable measures which can be rapidly administered and scored, are appropriate to adolescent females, and remain free from the dangers of violating the human rights and privacy needs of those students while nonetheless providing readily interpretable data for diagnosing the internal barriers of concern.

The existence of the recently developed Measures of Educational Equity for Women: A Research Monograph by Williams, Parks, and Finley (1977), which can be obtained through the American Institutes for Research, will greatly facilitate the identification of sex fairness and construct appropriate instruments. It is unnecessary and in some cases undesirable to replicate the original Project Choice Battery as the use of projective measures is impractical from the scoring point of view but was unavoidable at the time the original study was undertaken. A variety of instruments is now available which could serve to identify those students in need of help in overcoming internal barriers to the fulfillment of talent potential.

Four basic dimensions were assessed in the diagnostic process:

A. Self-Esteem--While Project Choice used the Texas Social Behavior Inventory (Helmreich, Stapp, and Ervin, 1974), a number of other instruments are available, although care should be taken to ensure their sex fairness. Students scoring in the bottom quartile should be diagnosed as evidencing low self-esteem. (Note: Cut-points will vary as a function of the instrument used.)

B. Achievement Motivation--Students were diagnosed as underachievers if there was a significant discrepancy between their standardized measure of achievement and/or ability and their grade point attainment, i.e., IQ of 145, GPA of 2.1 (where A = 4.0).

C. Assertiveness--Students were diagnosed as lacking certain essential assertiveness skills if the student scored in the lowest quartile on the competitiveness subscale of The Work and Family Orientation Scale or if the student directly indicated a personal inability to assert herself in some social contexts. Counselors may have direct knowledge or be in direct receipt of information from other school personnel suggesting a need for assertiveness skills. It should be noted that students manifesting hostile or aggressive behavior are also in need of help in dealing with the expression of appropriate self-assertion. Counselors may wish to refer to the Williams, Parks and Finley Monograph for alternative instrumentation.

D. Fear of Success--While Project Choice utilized Matina Horner's FOS cues and the accompanying scoring criteria, it is recognized that projective techniques require more time than most counselors have available. There have been numerous attempts to create questionnaire instruments to measure this factor. For example, the Personal Unconcern subscale of the Work and Family Orientation Scale is one such approach which appears to measure one component of the highly complex fear of success phenomenon. A low score on this subscale appears to reflect that "fear of success" associated with fear or discomfort generated from an anticipation of other persons' feelings of envy regarding one's achievements. Given the complexity of this phenomenon, the measurement issues surrounding fear of success remain highly controversial. From the experience of Project Choice, alternative approaches to this diagnostic problem are presented in the introduction to "Coping with Success."

Factor III: Stage of Career Development

Aside from the issue of financial resources available for the purchase of instruments designed to measure career development and maturity, considerable controversy exists regarding the sex fairness of available measures (Diamond, 1975). While Project Choice utilized John Holland's Self-Directed Search, many other instruments are in wide use and can be substituted with the recognition of difficulties in interpretation for talented young women (see Williams et al., 1977). For present purposes, however, the kind of straightforward information on career aspirations elicited in the Student Questionnaire and Talent Inventory will suffice to determine the student's current thinking about her career. Judgments based upon the student's statements (see Talent Inventory and Student Questionnaire) can be made on two levels:

A. Crystallization of Career Ideas--Specificity and consistency of students' career aspirations as reported over time. Students' career aspirations range from complete absence of any career ideas to extreme sophistication as reflected by very specific career plans. The following examples are in order of degree of crystallization:

1. Student indicates that future career plans are unknown.
2. Student identifies a general area of career interest, i.e., "something helping people."
3. Student indicates several career interests, none of which belongs to the same occupational family, i.e., neurosurgeon, plumber, concert pianist.
4. Student indicates several career interests which are drawn from the same occupational family, i.e., physical therapy, pediatrician, X-ray technician, and pathologist.
5. Student identifies a specific career interest and demonstrates a consistency of interest over time, i.e., chemical engineer.

B. Judged Appropriateness of Career Ideas--Consistency between aspirations and demonstrated talents with breadth of career awareness.

1. Student's limited career aspirations reflect the need for expanding career horizons, i.e., student indicates only cosmetologist or airline stewardess.
2. Student's career aspirations are unrealistically high or inconsistent with either the nature or the level of the student's demonstrated talents, i.e., student with the 99th percentile in math ability and the 45th percentile in verbal ability indicates interest in creative writing career.
3. Student's career aspirations are unrealistically low compared with the nature or level of the student's demonstrated talents, i.e., student intends to pursue a career as an auto mechanic despite abilities commensurate with a career in mechanical engineering.
4. Student's career aspirations reflect the need for greater exploration of or focus on those careers identified by the student, i.e., student indicates always wanting to be a physician but has limited knowledge of the education required, the realities of the career, or the types of possible specialization.
5. Student's career aspirations include several careers, all of which have been traditionally female or sex-role stereotypic careers, i.e., secretary, airline stewardess, nurse, or teacher.
6. Student's career aspirations include several careers, all of which reflect a certain element of fantasy, i.e., movie star, model, disc jockey, and stuntwoman.

Phase IV. Prescription--Development of Individual Diagnostic Prescriptive Codes for Each Participant

At this point, all information that has been gathered from the *Talent Inventory*, the school records, and the diagnostic battery can be brought together to formulate an individualized, prescriptive plan for each participant. In formulating this plan, each of the issues or factors previously discussed should be reviewed and summarized for each participant. Project Choice found that 6 X 8 cards were a useful tool for organizing the summary information in a fashion readily accessible for group leader use. The summary for each individual student should identify those specific issues that need to be addressed via an individualized prescriptive intervention. For example, the summary card for Student A might include the following:

Talent Areas:

Academic (member of Honor Society), leadership (President of school debate team), performing arts (first violin in school orchestra), high verbal abilities and achievement.

External Barriers:

Diagnosis	Prescription
No role model (Student Questionnaire, item 13).	Provide role-model experiences with a variety of women in law-related careers.
Financial Assistance (Student Questionnaire, item 9).	Provide all available information regarding local, state, and federal sources of financial aid.

Internal Barriers:

Diagnosis	Prescription
Low self-esteem (TSBI score of 20).	Special group activities provided in the manual ("Defining and Valuing One's Self"), emphasize special talents noted above.

Career Aspirations:

Diagnosis	Prescription
One specific career interest (Talent Inventory, item 2; SDS; and Student Questionnaire, items 3 and 4.	Student consistently indicates a career as a legal secretary despite abilities commensurate with those of a lawyer and judge. Provide information related to a wide variety of law-related careers. Have student compare her abilities with those of persons currently practicing law.

In the example provided above, specific questions or items from the diagnostic battery are cited. However, specific items in isolation are relatively meaningless unless responses to such items are viewed in the context of all available information about the student. All information should be carefully reviewed so as to achieve a "total picture" of the adolescent woman, the barriers she faces, and her current status with respect to career planning before diagnosing and prescribing the specifics of her individualized program.

Although the Project Choice program developed a core curriculum for use in a series of group sessions, individualized prescriptive interventions were implemented within the context of those sessions and through a number of additional experiences provided by the program (see Phase V). The group sessions and the specific activities contained within those sessions were designed to allow maximum time for the group leader to interact informally with individual students. Provided the group leader is familiar with the detailed summary and the specific prescriptive suggestions identified for each group member, the leader can effectively, though informally, work with individual group members. The experience of the Project Choice staff suggested that such informal one-to-one interactions were frequently the most effective in achieving specific objectives unique to the individual student.

Phase V. Career Development Program--Implementation of Career Information Workshops, Role-Model Experiences, and Group Sessions

Project Choice provided a fourteen-week career development program (see Figure 2) which consisted of:

-- Three career information workshops.
-- Student-selected role-model experiences.
-- Eleven group sessions.

The career development program is based upon a model designed to include components deemed to be essential ingredients for talented adolescents to consider as they engage in an exploratory process. As may be noted on page 90, the model specifies components to be systematically addressed: women's socialization issues, self-assessment of abilities, interests, and values, information gathering about careers including their requirements and rewards, ways of testing reality using the aforementioned knowledge, learning to make decisions and, finally, how to continue the planning process. Each session of the 14-week program focuses on one or more of the components of the model so that at its conclusion, all of the parts will have been illuminated.

Career Information Workshops

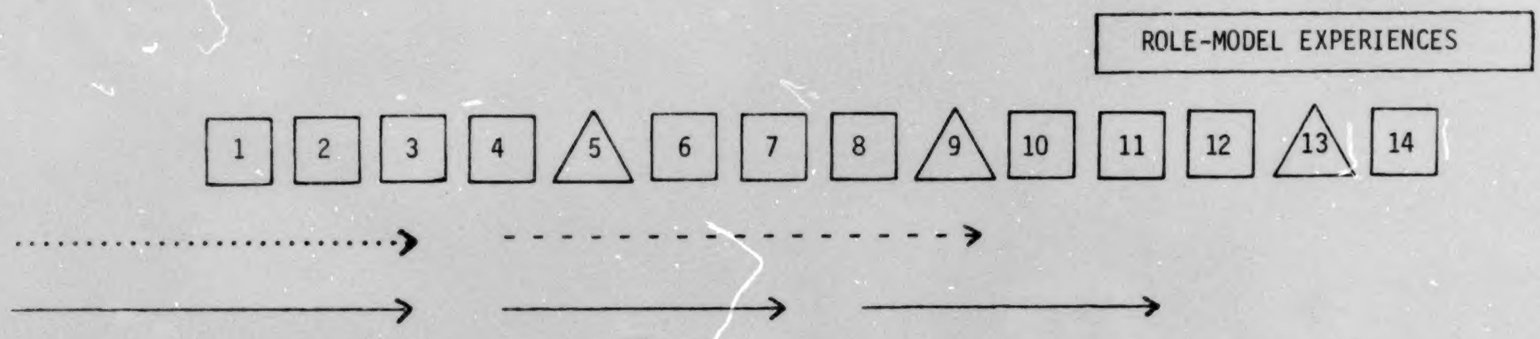
During the fourteen-week period, Project Choice conducted three career information workshops. Each workshop was characterized by a specific theme and provided participants an opportunity to seek information of particular individual interest. For example, the second workshop provided the opportunity to pursue information regarding financing post-secondary education, choosing occupational areas, selecting a specific type of post-secondary institution, and completing the educational process required by numerous professions. Depending upon her own individual needs, a participant could acquire information in any or all of these areas. In preparing participants for the workshop, the group leader would review the prescriptive summaries (described in the previous section) and make recommendations or suggestions to each student.

Role-Model Experiences

Following the tenth week of Project Choice, each student was provided with the name, address, and telephone number of one or more women who had agreed to serve as role models in the student's identified area or areas of career interest. During the initial contact, the student and her role model negotiated a variety of on-site career experiences. In some instances, the experience consisted of only one visit with the role model while other experiences included weekly contacts and summer or vacation employment.

FIGURE 2

Overview of Career Development Program


ROLE-MODEL EXPERIENCES
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KEY:

□ = Weekly Group Sessions

△ = Career Information Workshops

▭ = Site Visits with Individual Role Models

·······> = Collection and Organization of Career Information Resources

-------> = Identification of Women Willing to Serve as Role Models

⟶ = Identification of Career Workshop Participants

Again, although the student was free to select, the group leader, in preparing students for the experience, used the prescriptive summaries to identify specific issues or questions that could be raised with the role model. For example, a student with abilities far in excess of her educational or career aspirations would be requested to ask her role model about those abilities or talents required by the career so as to enable the student to compare her abilities with those required by the career and make her own assessment of the degree to which her abilities would be fully utilized in the career.

Group Sessions

Of the fourteen-week program, eleven weeks were devoted to two-hour group sessions. The core curriculum for such sessions provided a basic career development lifework planning program modified specifically to address the issues of talented and gifted adolescent women. These sessions provided information, structured experiences, group discussions, and skill development activities in areas related to career development, lifework planning, and the influences of sex-role socialization.

Given the number of program participants, Project Choice was able to further individualize its program by establishing special diagnostic groups consisting of those students evidencing one of the four internal barriers previously described. In these groups, the core curriculum was presented in such a modified fashion as to address the specific needs of students who, for example, were characterized as having low self-esteem. The rationale, specific diagnostic procedures, and the general prescriptive interventions are described in the sections which follow.

Phase VI. Post-Program Assessment--Administration of Original Diagnostic Battery and Program Evaluation Form

While not intrinsic to the program, the writers recommended undertaking a post-program assessment which can vary in terms of how elaborate the user wishes it to be. A simple reaction sheet designed to determine progress in career development and responses to each of the program components may be found in Sessions IV, X, and XIV. A comprehensive evaluation of the entire program which was used by Project Choice is included in the following section (see pages 40-42).

Should the user wish to determine as well whether growth was made within one of the special groups, i.e., "Coping with Success," then the post-program evaluation should include a repeat of the original battery. This more formal assessment process is of course an optional addition to the internal evaluation built into the program.

PROJECT CHOICE

Talent Inventory

This survey is made of two parts. Part I is a talent inventory. Part II concerns your future goals.

Directions

Part I

In which areas do you feel you have talent? Please consider the areas listed and identify specific activities (done either in school or out of school) in which you feel you have talent. We have provided a few examples. Please read all categories before you start. In the appropriate columns, indicate whether you engage in the activity alone, participate in the activity in an organized group, serve as a leader or officer of the group, or have received any awards, wages, or recognition of your talent in a particular activity area. If you need more space, write on the back of the last page.

Part II

For each question, check the one answer that is the best one for you.

Do not leave any questions unanswered.

NAME____________________

PART I

TALENT INVENTORY

Categories	Name of Activity	Done alone (# of hrs./wk.)	Member of organized group (name of group and # hrs./wk.)	Office held or other leadership role	Identify awards, recognition, wages earned/wk. or yr.
Home Related (gourmet cooking, landscaping, woodworking, etc.)					
Athletics (softball, scuba diving, karate, etc.)					
Community Involvement (Volunteer, scouts, politics, church, etc.)					

PART I

TALENT INVENTORY (continued)

Categories	Name of Activity	Done alone (# of hrs./wk.)	Member of organized group (name of group and # hrs./wk.)	Office held or other leadership role	Identify awards, recognition, wages earned/wk. or yr.
Employment (model, junior achievement, window washer, etc.)					
Literary (poetry, journalism, etc.)					
Visual Arts (painting, sculpting, macrame, etc.)					

PART I

TALENT INVENTORY (continued)

Categories	Name of Activity	Done alone (# of hrs./wk.)	Member of organized group (name of group and # hrs./wk.)	Office held or other leadership role	Identify awards, recognition, wages earned/wk. or yr.
Academic (debating, science fair, honor society, Spanish club, etc.)					
Performing Arts (dancing, singing, acting, etc.)					
Other					

PART II

FUTURE GOALS

For each question, check the one answer that is the best one for you. Do not leave any questions unanswered.

1. What level of school, college, or university study are you planning to complete? (If you are not sure, check your best guess as to what you will do. Check one answer.)

___ A. Graduate or professional degree, i.e., M.D. (Medical Doctor), D.D.S. (Dentist), Ph.D. (Doctor of Philosophy in a specific academic major), J.D. (Law degree).

___ B. Masters degree, i.e., M.B.A. (Master of Business Administration), M.S. or M.A. (Master of Science or Master of Arts in a specific academic major).

___ C. Bachelors degree from a four-year college or university in a specific academic major.

___ D. Completion of one to three years of college.

___ E. Associate degree from a junior college or community college.

___ F. Certificate of completion from a technical or trade school for airline training, fashion design, broadcasting, data processing, business.

___ G. High school diploma.

___ H. Completion of tenth or eleventh grade.

2. At the present time, what are your future career plans? (Please be as specific as possible.) ________________________________

____

____

____

____

____

____

____

3. Read all the categories below. Then check the category that best answers the question: "What career or occupation are you planning to follow?" Check only one category.

___ A. Business manager or professional worker such as: publisher, police chief, sales engineer, real estate broker, jeweler, clothing store owner, personnel manager, nurse, librarian, high school or elementary school teacher, health educator, accountant.

___ B. Unskilled worker such as: janitor, messenger, cafeteria worker, laundry worker, dishwasher, window cleaner, cook's helper, freight handler.

___ C. Semiskilled worker such as: hospital aide, meat cutter, housekeeper, greenhouse worker, practical nurse, taxi driver, building superintendent, packager, usher, wrapper.

___ D. Clerical and sales worker such as: bank clerk, sales clerk, job interviewer, tour guide, laboratory technician, proofreader, sanitary inspector, driving teacher, health inspector, stenographer.

___ E. Skilled manual worker such as: barber, chef, gardener, horticulturist, hair stylist, watchmaker, typographer, carpet cleaner, electrician, furrier, bookbinder.

___ F. Full time homemaker: P.T.A. worker, community volunteer, committee worker, parent, spouse.

___ G. Manager of small independent business or semiprofessional worker such as: credit manager, treasurer of credit union, interior decorator, landscaper, furniture dealer, art illustrator, court recorder, laboratory assistant, music teacher, photographer, title searcher.

___ H. Executive or professional such as: bank president, hospital administrator, manager of a large firm, city manager, certified public accountant, lawyer, portrait artist, chemist, psychologist, statistician, college professor.

4. Read each of the five future life goals below. Check the one which is the most likely choice for you.

___ A. Goal: To become a full-time homemaker.
___ B. Goal: To become a homemaker working from time to time.
___ C. Goal: To combine homemaking and steady employment.
___ D. Goal: To have a long-range career commitment in addition to homemaking.
___ E. Goal: To follow a full-time career.

PROJECT CHOICE

Diagnostic Talent Profile

Indices	Diagnostic Profile
1. Aptitude	
a. IQ Score	1 .. 2 .. 3 .. 4 .. 5
b. Verbal Ability	1 .. 2 .. 3 .. 4 .. 5
c. Numerical Ability	1 .. 2 .. 3 .. 4 .. 5
2. Achievement--Standardized Test Scores	
a. English	1 .. 2 .. 3 .. 4 .. 5
b. Math	1 .. 2 .. 3 .. 4 .. 5
c. Science	1 .. 2 .. 3 .. 4 .. 5
3. Achievement--Grades	
a. English	1 .. 2 .. 3 .. 4 .. 5
b. Math	1 .. 2 .. 3 .. 4 .. 5
c. Science	1 .. 2 .. 3 .. 4 .. 5
4. Grade Point Average	1 .. 2 .. 3 .. 4 .. 5
5. Leadership	1 .. 2 .. 3 .. 4 .. 5
6. Home-Related Activities	1 .. 2 .. 3 .. 4 .. 5
7. Athletics	1 .. 2 .. 3 .. 4 .. 5
8. Community Involvement	1 .. 2 .. 3 .. 4 .. 5
9. Employment	1 .. 2 .. 3 .. 4 .. 5
10. Literary Arts	1 .. 2 .. 3 .. 4 .. 5
11. Visual Arts	1 .. 2 .. 3 .. 4 .. 5
12. Academic Co-curricular Activities	1 .. 2 .. 3 .. 4 .. 5
13. Performing Arts	1 .. 2 .. 3 .. 4 .. 5
14. Other	1 .. 2 .. 3 .. 4 .. 5
Aspirational Level	
Educational	1 .. 2 .. 3 .. 4 .. 5
Career	1 .. 2 .. 3 .. 4 .. 5
Program Eligibility	1 .. 2 .. 3 .. 4 .. 5

PROJECT CHOICE

Name____________________

CRITERIA FOR DIAGNOSTIC PROFILE RATINGS

Talent Dimension	Rating Criteria
1. Aptitude. a. IQ--WISC, Binet, Henmon-Nelson, etc. b. Verbal Ability. c. Numerical Ability.	Quotient score (IQ, EQ, PLR, etc.). 5 = 132 and above. 4 = 116 - 131. 3 = 100 - 115. 2 = 84 - 99. 1 = 83 and below.
2. Achievement--Standardized Tests. a. English. b. Mathematics. c. Science.	Percentile score (national). 5 = 90th percentile and above. 4 = 75th - 89th percentile. 3 = 50th - 74th percentile. 2 = 25th - 49th percentile. 1 = 24th percentile and below.
3. Achievement--Grades. a. English. b. Mathematics. c. Science.	Grades. 5 = A (including A+ and A-). 4 = B+. 3 = B (including B-). 2 = C (including C+ and C-). 1 = D or F.
4. Grade Point Average.	Grade point average. 5 = 3.75 - above. 4 = 3.5 - 3.74. 3 = 2.75 - 3.49. 2 = 1.75 - 2.74. 1 = 1.74 and below.

Talent Dimension	Rating Criteria
5. Leadership. High-level office/leadership position. Class officer. Student Council officer. Publication editor. Team captain. Chairperson of group. Minor office/leadership position. Gym aide or leader. Teacher's or coach's assistant. Captain of gym class team. Informal leadership. Student influences and leads others although does not hold an official office or leadership position.	--- Considering all offices or leadership positions held by the student, assign the rating of this dimension as follows: 5 - Student has held an office or a leadership position of a state or national organization, group, or team. --OR-- Student has held several high-level offices and has received several awards for leadership. 4 - Student has held two high-level offices and several minor leadership positions. 3 - Student has held at least one high-level office and either has held one or two minor leadership positions or has demonstrated much "informal" leadership ability. 2 - Student has held one or two minor offices and demonstrates "informal" leadership ability. 1 - Student demonstrates some "informal" leadership ability.

Talent Dimension	Rating Criteria
6. Home-Related. Examples: Cooking, gardening, carpentry, landscaping, sewing, needlepoint, house painting, cleaning, etc.	--- Considering all home-related activities of the student, assign the ratings of the dimension as follows: 5 - Student has received state or national recognition for achievements in one or more home-related activities. 4 - Student has received school or community recognition for achievements and either holds an office in an organized group or spends more than 20 hours per week in home-related activities. 3 - Student is involved in two or more home-related activities and spends 20 hours per week in those activities. 2 - Student is involved in two or more home-related activities and spends 10-20 hours per week in those activities. 1 - Student is involved in one or more home-related activities but spends less than 10 hours per week in those activities.

Talent Dimension	Rating Criteria
7. Athletic. Examples: Cheerleading, sailing, martial arts, lacrosse, backpacking, basketball, synchronized swimming, etc.	--- Considering all athletic activities of the student, assign the ratings of this dimension as follows: 5 - Student has received state or national recognition in one or more athletic activities. 4 - Student has received many school or community awards for participation on varsity or club teams or tournament circuits or has held positions of leadership. 3 - Student is a member of two or more formally organized teams and either spends more than 20 hours per week in athletic activities or achieves school awards for participation or placing in competition. 2 - Student is involved in two or more athletic activities and spends 10-20 hours per week in those activities. 1 - Student is involved in one or more athletic activities but spends less than 10 hours per week in those activities.

Talent Dimension	Rating Criteria
8. Community Involvement. Examples: Church-related activities, community fund raising or volunteer work, political campaigns, special interest group activities, etc.	--- Considering all community-involvement activities of the student, assign the ratings of this dimension as follows: 5 - Student has received state or national recognition for involvement in community, state, or national group(s) or organization(s). 4 - Student has received school or community recognition or has held high-level offices in formally organized groups; hourly involvement per week more that 20 hours. 3 - Student has been involved in community activities for 10-20 hours per week. 2 - Student has been involved in one or more community activities for 5-10 hours per week. 1 - Student has been involved in community activities for less than 5 hours per week.

Talent Dimension	Rating Criteria
9. Employment. Examples: Waitress, service station attendant, instructor, city employee, etc. Also sale of visual arts products, etc.; see note below. Note: Summer employment must be prorated for the entire year. A student employed for 30 or more hours per week in the summer only is not rated a "5." Emphasis is placed on employment throughout the year. Additional consideration should be given when activities in other talent areas result in student receiving financial reward.	--- Considering all activities for which the student receives wages or financial remuneration assign the ratings of this dimension as follows: 5 - Student has been employed for more than 30 hours per week or has demonstrated entrepreneurial creativity by forming own business. 4 - Student has been employed for 21-30 hours per week or has received special recognition. 3 - Student has been employed for 11-20 hours per week. 2 - Student has been employed for 5-10 hours per week. 1 - Student has been employed for less than 5 hours per week.

Talent Dimension	Rating Criteria
10. Literary Arts. Examples: Writing of short stories, poems, essays; working on publication staff such as school newspaper; etc.	--- Considering all literary art activities of the student, assign the ratings of this dimension as follows: 5 - Student has published in state or national publication or has published own work, or has won state or national essay contest. 4 - Student has published in school or community publications and either has received awards or recognition or has held a leadership position. 3 - Student writes for school publications and spends more than 10 hours per week in literary activities. 2 - Student writes for own satisfaction and spends 5-10 hours per week in such writing activities. 1 - Student spends less than 5 hours per week for own personal satisfaction.

Talent Dimension	Rating Criteria
11. Visual Arts. Examples: Painting, sculpting, macrame, rug hooking, photography, jewelry making, candle making, etc.	--- Considering all visual art activities of the student, assign the ratings of this dimension as follows: 5 - Student has won an award or recognition at a state or national showing of art work. 4 - Student has won awards or recognition at school or community exhibitions or has sold art work at community exhibitions; student evidences heavy time commitment to such activities. 3 - Student spends 11-15 hours per week in a variety of arts and crafts activities; student may have sold some craft work. 2 - Student spends 5-10 hours per week in two or more visual arts activities. 1 - Student spends less than 5 hours per week in one or more visual art activities.

Talent Dimension	Rating Criteria
12. Academics. Examples: Tutoring, participating in French Club, debating team, student council, etc. Note: Hours spent reading or doing homework are not included.	--- Considering all of the student's academic activities, assign the ratings of this dimension as follows: 5 - Student has won a state or national award in an academic contest or test or has been the member of a state championship team (debate team, etc.). 4 - Student has won a school or community award in an academic contest and/or holds a high-level office in an academic club or team; student evidences heavy time commitment to such activities. 3 - Student is a member of two or more academic clubs and has consistently received school awards for general academic performance (Honor keys, Honor Roll, etc.). 2 - Student is a member of two or more academic or special interest clubs (chess club, French club, etc.). 1 - Student is involved in at least one academic or special interest club.

Talent Dimension	Rating Criteria
13. Performing Arts. Examples: Acting, dancing, singing, playing musical instruments, public speaking, composing, etc.	--- Considering all of the student's performing arts activities, assign the ratings of this dimension as follows:
	5 - Student has performed for audiences around the state or country or has received state or national recognition for performances.
	4 - Student has performed with a school or local group for the public and has received special school or local recognition or awards for performances; student evidences heavy time commitment to such activities.
	3 - Student is involved in two or more organized groups and spends 10-15 hours per week in performing arts activities.
	2 - Student is involved in two or more activities and spends 5-10 hours per week in performing arts activities.
	1 - Student is involved in at least one performing arts activity.

Talent Dimension	Rating Criteria
14. Other. Examples: Rock collecting, being creative, being friendly, farming skills, animal breeding and care, yoga, cosmetology, T. M., etc. Note: "Other" activities are those activities which cannot be logically assigned to any of the other eight talent dimensions identified on the talent inventory.	--- Considering all of the student's "other" activities, assign the ratings of this dimension as follows: 5 - Student has won state or national recognition for the activity. 4 - Student has won school or local recognition for the activity and either holds an office in an organized group or evidences heavy time commitment to the activity. 3 - Student is involved in one or more "other" activities and either holds an office in an organized group or spends more than 10 hours per week in the activity (activities). 2 - Student is involved in one or more activities and spends 5-10 hours per week in the activity (activities). 1 - Student is involved in one or more "other" activities and spends less than 5 hours per week in the activity (activities).

Talent Dimension	Rating Criteria
Aspirational Level.	
Educational Aspiration.	--- Considering the student's response to Part II, Question 1, of the Talent Inventory, assign the rating of this dimension as follows:
	5 - Student has selected Response A.
	4 - Student has selected Response B.
	3 - Student has selected Response C.
	2 - Student has selected Responses D, E, or F.
	1 - Student has selected Responses G or H.
Career Aspiration.	--- Considering the student's response to Part II, Question 3, of the Talent Inventory, assign the rating of this dimension as follows:
	5 - Student has selected Response H.
	4 - Student has selected Response A.
	3 - Student has selected Response G.
	2 - Student has selected Response D.
	1 - Student has selected Responses E, C, or B.
	* - Student has selected Response F.

Eligibility for Program:

Rating of this dimension indicates the degree to which the student would benefit from participation in the program. In assessing a student's potential as a candidate for the program, all information pertaining to the student should be considered although the following two factors are considered to be of primary importance:

1. Talent demonstrated by the student.
    - a. Extremely talented--Student demonstrates exceptional talent in at least one area (one or more ratings of 5 appear in the diagnostic profile).
    - b. Highly talented--Student demonstrates a high degree of talent in at least one area (one or more ratings of 4 appear in the diagnostic profile).
    - c. Moderately talented--Student demonstrates some talent in several areas (ratings of 3 appear consistently throughout the diagnostic profile).
    - d. Insufficient evidence--Student may demonstrate some potential but clear excellence is not manifested.

2. Status of career plans.
    - a. No career plans--Student indicates having no idea of future career.
    - b. Inappropriate career plans--Student's career aspirations are inconsistent with abilities/talents and/or educational aspirations.
    - c. Immature career plans--Student's career plans lack the degree of realism that would be consonant with student's cognitive development. Such plans may reflect earlier childhood ideation or fantasy.
    - d. Multiple career plans--Student's career plans include a number of unrelated careers, e.g., airline stewardess, neurosurgeon, and engineer.
    - e. Non-specific career plans--Student has identified a general field or occupational family but is uncertain of a specific career.
    - f. Definite career plans--Student has identified a specific career.

Sample Letter

_________ High School

Date__________________

Dear Mr. and Mrs._________ and (Daughter's Name):

Our high school has given top priority this year to finding ways to help talented high school women realize their academic and career potential. Whereas career education has in the past been handled as a group activity, the approach we are planning to take is innovative in that it is individualized for each person's unique needs and talents. This kind of career planning assistance is designed to help talented young women make informed choices as they think about their futures and to help them overcome barriers that may in the past have interfered with making the very best uses of their talents.

The project will involve an orientation and testing session this Winter and then after an individualized plan has been designed certain activities and experiences will be arranged starting School Year_____. With the realization that high school girls have many other activities and responsibilities, every effort will be made to make the extra-curricular time commitments as flexible as possible.

The project under the direction of _____________________ will involve:

1. Winter-Spring 19__: An orientation session and the administration of a battery of instruments will be conducted to assess the career planning status of each participant.
2. Spring-Summer 19__: An individualized program will be designed specifically tailored for each girl's needs and abilities based upon her profile.
3. Fall 19__: There will be participation in such activities as may be appropriate for the particular student. Girls will be involved in small groups for any of the following experiences: career information, lifework planning, or achievement motivation training. They will be assigned to a role model for direct experience and information from women physicians, lawyers, business managers, psychologists, teachers, artists, biologists, nurses, administrators, musicians, social workers, engineers, etc. The program will seek to achieve the very best match for the needs of each participant. Of course, we cannot describe at this time exactly which activities will be best suited for_________________________ until we have had an opportunity to work with her.
4. Winter-Spring 19__: There will be a follow-up evaluation to determine if the experience that was designed for each individual

girl was helpful to her in sharpening her plans for the future. We will also seek suggestions for improvement of its activities and will stay in touch with you.

We believe that this is a unique opportunity for our talented (grade) women as they think about their futures, but since there are only a limited number of spaces available in the program, we need to make certain about reservations now.

Enclosed please find a stamped addressed envelope to inform us of your decision. We hope you and your daughter will agree that this will be an exciting undertaking, and we trust we will hear from you by ____________________.

If you have additional questions, feel free to call ________________ at ________________.

Sincerely,

PROJECT CHOICE

Student Information Sheet

Name________________________________ Telephone Number______________
Last First Middle

School______________________

FAMILY INFORMATION:

With whom do you live? Mother ☐ Father ☐

Guardian (who?)________________ Stepparent (who?)________________

Number of Brothers: Older ____ Younger ____

Number of Sisters: Older ____ Younger ____

Please answer the following questions concerning your parents' occupations. If you live with a stepmother, stepfather, or guardian, answer with respect to them.

Father's/stepfather's/ guardian's occupation____________ Mother's/stepmother's/ guardian's occupation________________

Type of work done________________ Type of work done____________________

Which of the following answers best describe your parents'/stepparents'/ guardians' work status? (M = mother/stepmother/guardian; F = father/stepfather/guardian.) (Check one for each.)

M	F	Work Status
		1. Works full time.
		2. Works part time.
		3. Does volunteer (unpaid) work.
		4. Does not work outside the home.
		5. Does not work outside the home at present but did work outside the home in the past.

Which of the following answers best describe your parents'/stepparents'/ guardians' educational status? (M = mother/stepmother/guardian; F = father/stepfather/guardian.) (Check one for each.)

M	F	Educational Status
		1. Under 6 years.
		2. 7 to 11 years.
		3. High school graduate.
		4. Technical school.
		5. College, non-graduate.
		6. College, graduate.
		7. Graduate or professional degree.

1. What occupation would your mother (or stepmother or guardian) prefer to see you enter?

____

2. What occupation would your father (or stepfather or guardian) prefer to see you enter?

____

3. What occupation would you most like to enter assuming that you would have the financial resources, the abilities, and freedom of choice?

____

4. What occupation do you really expect to enter?

____

5. How confident are you of being able to reach your occupational objective? (Circle one answer.)

1	2	3	4	5
Not at all confident	Not very confident	Slightly confident	Confident	Very confident

6. In your opinion, how far would your mother (or stepmother or guardian) like to see you pursue your education/training?

____

7. How far would your father (or stepfather or guardian) like to see you pursue your education/training?

____

8. How far do you intend to go with your education?

____

9. How confident are you of being able to reach your educational objectives? (Circle one answer.)

1	2	3	4	5
Not at all confident	Not very confident	Slightly confident	Confident	Very confident

10. These are some problems that have been encountered by some persons in achieving their educational/occupational goals. Do you expect that any of these will apply to you? (Please check as many of the following as apply.)

☐ Lack of money.
☐ Insufficient education.
☐ Being a woman.
☐ Family responsibilities.
☐ Poor health status.
☐ Tough competition.
☐ Being white.
☐ Being non-white.
☐ Being from "the wrong side of the tracks."
☐ Lack of talent.
☐ Not sufficiently outgoing.
☐ Job market.
☐ Other (what?)____________________
☐ None.

11. Which abilities or talents do you have that will help you in the occupation that you expect to enter? ____________________

____

12. Which abilities do you lack that you feel would help you in the occupation that you expect to enter? ____________________

____

13. Who has influenced you in your selection of an occupation? __________

____

14. Do you know someone personally who is working in the occupational area that you expect to enter? If so, who? ____________________

____

15. Some women report that they have encountered special problems in fulfilling their goals. Do you anticipate any of the following career problems based upon your sex? (Please check as many as apply.)

- ☐ Low pay.
- ☐ Managing family and home responsibilities and career.
- ☐ Breaking into a formerly all male occupation.
- ☐ Restricted social life.
- ☐ Inability to move up the job ladder.
- ☐ Competition from men.
- ☐ Loss of femininity.
- ☐ Resistance to a career from family member.
- ☐ Competition from other women.
- ☐ Not any.

PROJECT CHOICE

Program Evaluation

How often did you attend the Project Choice sessions? Read through the following statements and check the one that best describes your attendance.

1. I attended most sessions.

Why were you unable to attend the sessions you missed?

2. I attended on an irregular basis.

Why were you unable to attend more regularly?

3. I attended a few times and decided not to continue.

Why did you choose not to continue?

4. I never attended.

Why did you choose not to attend?

Please rate each of the following Project Choice activities according to how helpful they were for you by circling the appropriate number on the scale. If you were absent during the session in which the activity was presented, circle A. If you were present but have forgotten the activity, circle F.

	Very Helpful				Not at all Helpful		
1. Getting acquainted	5	4	3	2	1	A	F
2. Card game of life experiences	5	4	3	2	1	A	F
3. Printed information on women and work	5	4	3	2	1	A	F
4. How to set goals	5	4	3	2	1	A	F
5. Career information workshop on meeting women from different career fields	5	4	3	2	1	A	F
6. Career information workshop on different post-secondary education programs and financial aid	5	4	3	2	1	A	F
7. Career information workshop for meeting students from various stages in career preparation	5	4	3	2	1	A	F
8. Career and college information labs (working with the DOT, College Handbook, etc.)	5	4	3	2	1	A	F
9. Individual role-model visits	5	4	3	2	1	A	F
10. Nine lifestyle patterns of women	5	4	3	2	1	A	F
11. Discussions on issues in women's socialization	5	4	3	2	1	A	F
12. Redoing your Holland Occupational Code (IAS, SRA)	5	4	3	2	1	A	F
13. Assessing personal interests and satisfactions	5	4	3	2	1	A	F
14. Self-assessment of abilities with feedback	5	4	3	2	1	A	F
15. Project Choice career model	5	4	3	2	1	A	F
16. Decision making	5	4	3	2	1	A	F
17. Criteria for college choice	5	4	3	2	1	A	F

	Very Helpful				Not at all Helpful		
18. Financial aid information	5	4	3	2	1	A	F
19. Job hunting, interviewing and resume writing	5	4	3	2	1	A	F

20. Considering all of the program components, how would you evaluate Project Choice? Please circle the appropriate response.

Very Helpful				Not at all Helpful	
5	4	3	2	1	Did not attend

21. What recommendations or suggestions would you make for future Project Choice programs based upon your experience?

22. What do you feel you have gained from participation in the program?

INTRODUCTION
TO SPECIAL GROUPS

○ Defining and Valuing One's Self

Rationale

During the period of adolescence, the development of the individual's sense of self or personal identity is a primary developmental task. The salience of this developmental issue is such that the popularized term "identity crisis" is frequently discussed in descriptions of the adolescent experience. Through this period, the adolescent is faced with the task of defining herself and ultimately of assigning evaluative labels or ratings to such beliefs about self as constitute the definition of self. In the process of identity formation, the adolescent identifies specific beliefs about herself and attempts to integrate such beliefs into a consistent system of beliefs about herself: a self-concept. As such beliefs about self are identified, evaluative ratings, or labels, are assigned to each; some beliefs or self-perceptions are highly valued and are perceived as positive or desirable personal characteristics or traits. Conversely, other beliefs about self are not valued and are perceived as negative or undesirable personal traits or characteristics. Collectively, such evaluations constitute the individual's self-esteem.

To the extent that sex-role socialization has influenced and continues to influence the adolescent's developing self-concept and self-esteem, the adolescent's self-concept will reflect those numerous messages from "significant others" which have either explicitly or implicitly communicated which characteristics or attributes are or are not "appropriate" for men and for women. For the adolescent female, such self-beliefs as "I am competitive" and "I am a good mathematician" may not be incorporated into the adolescent's system of self-beliefs at all simply because such beliefs are in direct contradiction with societal dictum. If, on the other hand, such beliefs are incorporated into the system of self-beliefs, the adolescent may not value such beliefs simply because they are not consonant with society's definition of sex-role-appropriate behavior or characteristics. Consequently, the adolescent's self-esteem may suffer in that she devalues such beliefs and refuses to perceive such attributes as personal strengths or assets which she might value. Conversely, societal messages also indicate that masculine attributes are more highly valued than those attributes stereotypically ascribed to women. Therefore, the adolescent girl whose self-beliefs are consonant with sex-role stereotypic attributes may accept societal values which devalue the traditionally feminine attributes she possesses, and she may develop a relatively low sense of self-worth or self-esteem.

Just as sex-role socialization influences the adolescent's sense of self and self-esteem, it also indirectly influences the adolescent's exploration and ultimate selection of occupational areas as well as her level of career aspiration. According to Super's Developmental Self-Concept Theory of Vocational Behavior (Super et al., 1963), career selection is directly affected by the individual's self-concept. The individual seeks an occupation which will best afford her the opportunity for self-expression, a medium through which the self-concept can be expressed best. Therefore, if the adolescent's self-belief system includes only those self-perceptions consonant with society's definition of sex-role appropriateness, it is unlikely that the adolescent girl will explore or even consider those career options which are traditionally considered to be "masculine" occupations or even those occupations which are perceived as requiring such traditionally masculine attributes as aggressiveness, competitiveness, or mechanical ability. For example, exploration of engineering may not occur simply because the career is viewed as requiring mechanical ability, spatial ability, and high mathematical aptitude--attributes perceived as being sex-role stereotypic of males, not females.

Whereas self-concept influences and may limit her selection of an occupational field of interest, the adolescent woman's sense of self-esteem influences and may depress her level of career aspiration. Regardless of the actual level of ability and numerous personal strengths, an individual with low self-esteem perceives high level occupations as requiring abilities and talents far above those which the individual perceives herself as possessing. Therefore, the adolescent girl who, for the reasons previously discussed, possesses a low sense of self-worth or self-esteem would be more likely to explore and select a career as a physician's assistant rather than a career as a physician despite aptitude and achievement indices which clearly indicate ample ability to meet the demands of a career as a physician. Given societal messages regarding academic achievement for girls entering adolescence, such abilities would not enhance the adolescent women's sense of self-worth as they would that of her male contemporary.

Because of the influence of sex-role socialization on the adolescent woman's self-concept and self-esteem and ultimately on her exploration and selection of a career, special groups for "Defining and Valuing One's Self" were designed specifically for those talented and gifted adolescent women who evidenced low self-esteem. The formation of such groups and the development of special group activities were based on the assumption that:

1. Talented and gifted adolescent women may not value their achievements given society's mixed message to achieving women.
2. Talented and gifted adolescent women may limit their career options by viewing some occupational fields as being inappropriate for women.
3. Talented and gifted adolescent women may aspire to levels of career attainment which are not commensurate but rather are depressed in light of their abilities and talents.
4. Talented and gifted adolescents with low self-esteem may evidence particularly limited career options and levels of career aspiration.

Diagnostic Procedure

In selecting students for participation in this special diagnostic group, the Texas Social Behavior Inventory (TSBI) (Helmreich, Stapp, and Ervin, 1974), an instrument which measures social self-confidence and self-esteem, was used as a screening instrument. Those students who scored three or more points below the group mean were selected for participation in this special diagnostic group. For those students with borderline scores, the student's response profile on the Personal Attributes Questionnaire (PAQ) (Spence, Helmreich, and Stapp, 1974) were examined. If the responses reflected an undifferentiated pattern, defined as a predominance of midpoint responses on a five-point scale, the student was selected for special group participation. Although such undifferentiated patterns occasionally were indicative of a student's sophisticated awareness that self-perceptions are frequently context specific, the undifferentiated pattern was interpreted as reflecting a poorly defined self-concept.

A variety of other self-concept/self-esteem instruments can be substituted for use in the screening procedure. However, some type of instrumentation is suggested for use in the selection of students for participation in this particular group because of the wide variety of behavior patterns characteristic of students with low self-esteem. Without direct measurement, some low self-esteem students would never be selected for the group because of the appearance of great self-confidence and extroversion which they project.

The use of the ISBI and PAQ will identify students who demonstrate one of four behavior patterns:

1. Some students demonstrate verbally and non-verbally their low sense of self-worth and self-confidence. They appear to be very shy, participate infrequently in group discussions, and so forth.
2. Some students demonstrate behaviors which educators stereotypically label as "the class clown." These students have chosen humor and entertainment of peers as their compensatory mechanism for underlying insecurities.
3. Some students demonstrate extreme self-confidence and extroversion and may also demonstrate a relatively high degree of criticalness, a projection of their own self-criticism.
4. Some students are identified inaccurately by this selection process. These students demonstrate a high degree of sophistication, self-awareness, and self-confidence. Their relatively low scores result from their awareness that their behavior, and hence their perceptions of self, vary with specific situations or in specific contexts.

Prescriptive Intervention

Therefore, Project Choice provides a modified career development program for low self-esteem students so as to:

1. Facilitate student exploration of:
    a. Self-perceptions and self-assessment.
    b. Ways in which sex-role socialization influences and limits both beliefs about self and self-assessments.
    c. The influence of self-concept on selection of occupation field.
    d. The influence of self-esteem on level of occupational aspirations.

2. Provide opportunities for:
    a. Comparing students' self-perceptions with those of women in a variety of occupational areas.
    b. Testing students' self-evaluations against objective information, normative data, etc.
    c. Testing self-perceptions against reality.
    d. Valuing students' own abilities and talents.

OVERVIEW OF SPECIAL GROUP ADAPTATIONS:

Defining and Valuing One's Self

Core Curriculum Sequence	Special Group Changes
Session I	
* * *	Suggestion
Getting Acquainted	Modification
Sharing Expectations	
Cognitive Model of Career Development	
Coming Attractions	
Things to Do	
Session II	
* * *	Addition: Identifying the Positive
* * *	Addition: Socialization, Personal Attributes, and Career Choice
Socialization Discussion	
Chances and Choices	Modification
Women's Lifestyle Patterns and Lifestyle Values	
Dealing Myself a Better Hand	Modification
Things to Do	
Session III	
Discussion of Lifestyle Interview	Modification
* * *	Addition: Beliefs About Me
The Self-Directed Search	Modification
Abilities Self-Assessment	
Things to Do	Deletion
Session IV	
Abilities Self-Assessment Feedback	Suggestion
My Personal Satisfactions	
* * *	Addition: What I Value
Preparation for Career Workshop I	
Program Evaluation I	
Session V	
Career Information Workshop I	

Core Curriculum Sequence	Special Group Changes
Session VI * * * Workshop Evaluation Role Models Informational Resources * * *	Suggestion Deletion Addition: Summarizing and Ordering Our Interests, Abilities, and Values
Session VII * * * Lifestyle Patterns Goal Setting Informational Resources	Addition: Self-beliefs and Career Choice Modification Modification
Session VIII Goal Setting My Many Roles Educational Levels Role-Model Assignment Looking Ahead	Suggestion Modification Suggestion
Session IX Career Information Workshop II	
Session X Workshop Evaluation Criteria for Choosing a Post-Secondary Institution How to Finance a College Education Program Evaluation II	Suggestion
Session XI Decision Making Informational Resources	Modification Suggestion

Core Curriculum Sequence	Special Group Changes
Session XII Finding Employment Resume Writing I Looking Ahead	Suggestion
Session XIII Career Information Workshop III	
Session XIV Workshop Evaluation Resume Writing II Summing It Up Program Evaluation III	Modification

☐ Achieving Success

Rationale

The characteristics of people who are high achievers, as described in a large body of research, have been found to cut across racial, cultural, sex, and socioeconomic lines. The qualities characterizing the successful achiever are those of a desire for excellence along with the willingness to take personal responsibility for her own success and failure. This kind of behavior can be contrasted to the behavior of those who just wait "for life to happen." On the other hand, a person with an extremely strong level of achievement motivation is so oriented toward reaching a unique set of goals that working cooperatively within a group context becomes difficult and frustrating. For many career situations, this level of motivation is an asset but for the more common work environment a strong but not extreme level of achievement motivation would be more effective.

Other behaviors common to high achievers are the consistent emphasis on planning to reach excellence, a fear of failure, and a valuing of success. The successful achiever also examines personal and environmental obstacles which would impede goal attainment and tries to formulate ways of circumventing these blocks. In addition, she will choose help from the best possible resources available which would facilitate success. The high achieving person also is willing to take moderate risks and likes to know how well she is moving toward set goals, thus seeking concrete feedback to measure progress or the lack of it. Before committing herself to a new situation, the high achiever will analyze the limits and possibilities of the venture with her goal in mind.

Thus, the Achieving Success option is structured for those students who do not appear to be utilizing their academic potential by helping them to:

1. Consciously set goals to reach a self-defined standard of excellence.
2. Experience the achievement of success and avoidance of failure.
3. Define obstacles and helpful resources available.
4. Initiate activities of moderate risk.
5. Use feedback to monitor progress.
6. Take personal responsibility for actions.

Diagnostic Procedures

The objective of the diagnostic process is to select and recruit those students who, for unknown reasons, are not achieving up to their potential. The Project Choice strategy is to identify the magnitude of the discrepancy between measured potential (Differential Aptitude Test, IQ) and grade point average. This method identifies students with either of two distinctive patterns. One group will be those assumed to have a low level of achievement motivation since no apparent physical or emotional reason is present to explain their not attaining their expected level of performance. The other group may have a relatively high level of achievement motivation; however, their academic success has been frustrated by their inability to control their educational process.

Because persons who are strongly motivated to achieve need freedom to set their own goals and to develop timetables for reaching them, they become frustrated by the curricular requirements and course structure in many secondary schools which may restrict these options. Most teachers of these students may perceive them as lacking motivation, while in reality the students may be fulfilling their needs through out-of-school activities.

An alternate diagnostic strategy is the direct measurement of the students' level of achievement motivation through the use of the TAT or the Thematic Appreception Test (McBer & Company)[1] or the informal rating scale, Rate Your Own Motivation, by Robert Smith (1972). Both of these measures are based on the achievement motivation research of David McClelland (1965, 1969) at Harvard. The TAT scoring system for measuring motivation must be performed by trained personnel and this service is provided by McBer and Company. Smith's rating instrument includes scales on general achievement motivation and achievement motivation in the areas of school, employment, family, community, and leisure activities. In order for this strategy to be valid, respondents must be willing to assess themselves accurately. The use of either of these instruments is likely to result in a more homogeneous group than probably will result from the use of the discrepancy strategy used by Project Choice.

The decision on which diagnostic strategy to use may be based on the counseling objectives as well as the availability of instruments. Since the diagnostic procedures will determine the characteristics of the student group, the intervention design will vary according to the student's needs.

To summarize, the methods of diagnostic procedures are:

1. Determine the magnitude of the discrepancy between measured potential and grade point average.
2. Evaluate the direct measure of achievement motivation through the McClelland scoring of the TAT or Smith's Rate Your Achievement Motivation.

Prescriptive Intervention

The first phase of the intervention design for developing behavior which is directed toward achieving success utilizes self-assessment and simulation strategies to demonstrate to participants their habitual modes of functioning. Additional activities allow students to learn how to set personal goals within the structure which provides periodic feedback on goal progress. Each intervention strategy is designed to provide opportunities to assimilate the language of achievement and to promote a climate of confidence and success in personal achievement. In addition, participants are also provided with a brief cognitive rationale of achievement motivation theory.

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[1] McBer & Company, 137 Newbury Street, Boston, Massachusetts 02166.

These ways of thinking and behaving provide the context of the intervention design. Students are encouraged to explore their environment for available help, to set goals for their own standards of excellence, to take moderate risks, and to practice initiating activities directed toward achieving success. However, the counselor's skill in establishing a supportive group climate that will nurture individual efforts in changing behavior is essential to successful intervention.

As described in the Rationale, two major attributes of the successful achiever are a strong sense of independence and the willingness to take personal responsibility for her own actions. These characteristics may be difficult for the adolescent to achieve because of her involvement in the peer culture. The dependence on parents is being transferred to peers who may define or limit opportunities for achievement behavior. For the most part, the life of the adolescent is structured around the expectations of school, parents, and peers. While the interaction with significant others may be an appropriate area for planning to increase autonomy, the school environment is given priority by Project Choice because of its direct influence on potential career success and self-actualization.

Within the context of the school situation, the intervention strategies encourage participants: (1) to evaluate their performance in simulated achievement related situations and (2) to set goals related to school success such as raising test grades, adhering to a study schedule, or submitting assignments on time. Given the limited number of decisions students can make regarding coursework, the choices made should relate to how each participant can maximize progress toward academic success.

Intervention Design

The intervention design for achieving success involves the participants in activities that result in the:

1. Establishment of a group climate of support.
2. Creation of a context of confidence and success in achievement.
3. Development of self-defined standards of excellence.
4. Setting of personal goals and the development of a commitment (or a sense of responsibility) for their achievement.
5. Development of a structure to provide feedback on goal progress.
6. Fostering a willingness to initiate activities at a moderate risk level.
7. Assimilation of achievement motivation language and behaviors.
8. Encouragement of students taking personal responsibility for their own actions.

OVERVIEW OF SPECIAL GROUP ADAPTATIONS:

Achieving Success

Core Curriculum Sequence	Special Group Changes
Session I	
Getting Acquainted	
Sharing Expectations	Modification
Cognitive Model of Career Development	
Coming Attractions	
Things to Do	
Session II	
Socialization Discussion	
Chances and Choices	Deletion
* * *	Addition: Abilities Self-Assessment
Women's Lifestyle Patterns and Lifestyle Values	
Dealing Myself a Better Hand	Deletion
* * *	Addition: Goal-Setting Activity
Things to Do	Deletion
* * *	Addition: Setting a Goal
Session III	
Discussion of Lifestyle Interview	Deletion
* * *	Addition: Rating Goal Success
The Self-Directed Search	
Abilities Self-Assessment	Deletion
* * *	Addition: Abilities Self-Assessment Feedback
Tnings to Do	Deletion
Session IV	
Abilities Self-Assessment Feedback	Deletion
* * *	Addition: Motivation Self-Assessment
My Personal Satisfactions	
Preparation for Career Workshop I	
Program Evaluation I	
Session V	
Career Information Workshop I	
Session VI	
Workshop Evaluation	
Role Models	
Informational Resources	
* * *	Addition: Goal-Setting Process

Core Curriculum Sequence	Special Group Changes
Session VII Lifestyle Patterns Goal Setting * * * Informational Resources * * *	Deletion Addition: Analyses of Case Examples Addition: Goal Planning
Session VIII Goal Setting My Many Roles Educational Levels Role-Model Assignment Looking Ahead	Suggestion
Session IX Career Information Workshop II	
Session X Workshop Evaluation Criteria for Choosing a Post-Secondary Institution How to Finance a College Education Program Evaluation II * * *	Addition: Goal Planning
Session XI Decision Making Informational Resources	
Session XII Finding Employment Resume Writing I Looking Ahead	
Session XIII Career Information Workshop III	
Session XIV Workshop Evaluation Resume Writing II Summing It Up Program Evaluation III	

△ Asserting One's Self

Rationale

Assertive behavior can be described as a happy medium between non-assertive behavior and aggressive behavior. Assertiveness is defined by Jakubowski (1973) as expressing oneself in a straightforward manner, standing up for one's own legitimate rights while respecting the rights of others. This is in contrast to aggressive behavior in which one stands up for one's own rights in a manner which is disrespectful of others. Non-assertive behavior, on the other hand, involves lack of respect for oneself because it is behavior which fails to protect one's legitimate rights.

The ability to behave assertively is very important for women who wish to attain occupational success. However, many of the qualities which are important for climbing the occupational ladder are considered "unfeminine" according to stereotypical views about men and women. For example, the following qualities are often considered helpful in occupational achievement: self-reliance, ambition, willingness to take a stand, competitiveness, self-confidence, powerfulness, and independence. These are all related to assertiveness and are qualities which are considered typical of men but not of women. Consequently, if a young woman inhibits and does not develop her assertive qualities in order to appear "feminine," she is placing herself at a disadvantage when pursuing careers which call for these qualities.

With the growth of awareness about women in recent years, many women are raising their personal aspirations to be strong and effective as well as feminine (Jakubowski, 1973). They have turned to assertiveness training because they realize that non-assertive behavior has placed limitations on their effectiveness and advancement at work as well as in their personal lives.

Assertiveness training was first suggested by Wolpe (1966) and has been expanded by Alberti and Emmons (1970), and adapted for the needs of women by Phelps and Austin (1975), Jakubowski (1973), Lange and Jakubowski (1976), and Butler (1976). It involves the cognitive identification of assertiveness, non-assertiveness, and aggressiveness, and helps individuals work on developing more assertive behavior in individually selected situations through the process of behavior rehearsal.

Diagnostic assessment of Project Choice participants suggested that many talented young women may be impeded from making full use of their abilities and talents because of a lack of self-confidence and assertive skills. Therefore, assertiveness skills are included in the program of Project Choice because of the crucial role these skills play in academic achievement and the attainment of occupational success.

Diagnostic Procedures

Participants were selected for help in developing assertiveness following an individual review of their test scores and of their responses on a personal inventory. Students who were selected met at least two of the following criteria: low competitiveness or low personal unconcern scores on the Work and Family Orientation Questionnaire of Helmreich and Spence (1978), direct comments by the student about her lack of self-confidence, and self-ratings of confidence of three or below on a five-point scale on the Student Questionnaire.

An alternate selection process would be to announce the forming of an assertiveness group focusing on career exploration and inform students about its purpose. Students could then assess their own needs and make their own decisions about whether this process would be of use to them.

Prescriptive Intervention

The first step in the intervention strategy is to achieve goal ownership and individual commitment to personalized assertive goals on the part of the participants. The participants are helped to understand what assertiveness training can offer them, and how they may be preventing themselves from attaining their goals by some form of non-assertive or aggressive behavior. This is the beginning of the formulation of individual goals for assertiveness. Participants later assess which areas they would most like to work on and each participant selects particular situations for behavioral rehearsal.

The general goals of the assertiveness program for all participants are:

1. To learn to discriminate between assertiveness, non-assertiveness, and aggressiveness.
2. To become aware of how their body language communicates assertiveness, non-assertiveness, and aggressiveness.
3. To identify the varying degrees of difficulty in assertive behavior in different kinds of situations.
4. To experiment with and expand their behavioral repertoire in order to include more assertive verbal and non-verbal behaviors.
5. To practice assertive behavior in relation to situations essential to occupational success including classroom behavior and interview behavior.

These prescriptive goals are addressed in the program in the order listed, beginning with discrimination and awareness, and proceeding to body language, situational analysis, and behavioral rehearsal of individual target situations. Throughout the program, modifications are suggested which include the behavioral rehearsal of such things as job interviews and self-presentation.

In order to change behavior effectively, repeated and regular practice in assertiveness skills is necessary. The facilitator must be aware that if she wishes to make full use of the core Project Choice career development program which follows, there will not be sufficient time within the fourteen-week program to accomplish enduring change in assertiveness behavior as well. The first four weeks of the basic program are taken up with self-assessment of interests, values, and abilities and with preparation for the first workshop in careers. It is necessary to complete these preparations prior to the workshop in order for participants to derive the fullest possible benefit from it. Since these activities are essential and cannot be postponed, it would be advisable to schedule an extra day's workshop on assertiveness early in the program in order to provide concentrated work in and skill development of assertive behavior. An alternative plan would be to introduce and work with assertiveness skills only for the first six sessions, followed by the Project Choice career development program utilizing the assertiveness suggestions and modifications of the core program.

What preparation is advisable before leading an assertiveness focused career exploration program? Since assertiveness is a behavioral skill, it is essential that a leader experience this training for herself before attempting to teach it to others. No matter how assertive an individual may be, in order to help others develop their assertive skills, it is necessary to have completed the appropriate training. Most cities have a number of institutions which offer assertiveness training workshops, such as YWCAs, adult education programs and professional associations. Publications of the American Personnel and Guidance Association also list workshops. Most workshops meet weekly for eight to twelve weeks in order to provide time for behavioral change.

In addition to completing a behavioral workshop, there are three very useful books which together can provide the background and techniques needed to train others. Bloom's (1977) excellent introduction to asserttiveness concepts is written for adult women and promotes experiencing of what is involved in a non-assertive way of life and how this pertains to women's socialization. Butler (1976) deals specifically with the relationship between non-assertiveness and sex-role stereotypes. Although written for women in adulthood, the simple style and illustrations make several chapters appropriate and helpful for high school women to read. The Project Choice program suggests that specific chapters be read for specific activities. Finally, Lange and Jakubowski (1976) provide the definitive manual for group leaders with a thorough coverage of the theory, goals, and specific techniques for use in training others to become more assertive.

OVERVIEW OF SPECIAL GROUP ADAPTATIONS:

Asserting One's Self

Core Curriculum Sequence	Special Group Changes
Session I	
Getting Acquainted	Modification
Sharing Expectations	Modification
Cognitive Model of Career Development	
Coming Attractions	
Things to Do	Modification
Session II	
Socialization Discussion	Modification
Chances and Choices	
Women's Lifestyle Patterns and Lifestyle Values	
Dealing Myself a Better Hand	Modification
Things to Do	
Session III	
* * *	Suggestion
Discussion of Lifestyle Interview	
The Self-Directed Search	
Abilities Self-Assessment	
Things to Do	Modification
Session IV	
* * *	Suggestion
Abilities Self-Assessment Feedback	Modification
My Personal Satisfactions	
Preparation for Career Workshop I	Modification
* * *	Suggestion
Program Evaluation I	
Session V	
Career Information Workshop I	
Session VI	
Workshop Evaluation	Modification
Role Models	
* * *	Addition: Body Language
Informational Resources	

Core Curriculum Sequence	Special Group Changes
Session VII Lifestyle Patterns Goal Setting * * * Informational Resources	Addition: Learning to Say No
Session VIII Goal Setting My Many Roles * * * Educational Levels Role-Model Assignment Looking Ahead	Addition: Individual Assertive Goals (I)
Session IX Career Information Workshop II	
Session X * * * Workshop Evaluation Criteria for Choosing a Post-Secondary Institution How to Finance a College Education Program Evaluation II	Addition: Individual Assertive Goals (II)
Session XI Decision Making * * * Informational Resources	Modification Addition: Individual Assertive Goals (III)
Session XII Finding Employment Resume Writing I Looking Ahead	Modification

Core Curriculum Sequence	Special Group Changes
Session XIII Career Information Workshop III	
Session XIV Workshop Evaluation Resume Writing II Summing It Up Program Evaluation III	

Coping with Success

Rationale

A great deal has been written in recent years about difficulties women may have in permitting themselves to seek occupational success and in coping with the consequences of success (Horner, 1972; Tresemer, 1974, 1977). Because they anticipate negative consequences, some women tend to avoid occupational success, particularly in fields predominantly pursued by men. However, a traditional sex-role orientation which limits occupational aspirations in women and which considers certain kinds of occupational success inappropriate for them, may be incongruent with the economic realities of many women's lives as well as placing limitations on self-actualization. Therefore, Project Choice has been concerned with considering ways to help young women cope with their fears of success.

Tresemer (1977), author of the most comprehensive review of research on fear of success, cautions that there are many meanings of individuals' expressions of this concept. Therefore, difficulties in this area must be approached in an individualized manner, so that interventions may be specifically relevant to the nature of the individual success avoidance problem. Since its origins and manifestations are so varied, very different kinds of intervention are appropriate.

The difficulties related to success which were anticipated by Project Choice participants are presented in the following pages under Prescriptive Intervention, where the kinds of stories they wrote for our initial assessment are described. Their success avoidance and ideas about coping with success may be divided into two broad areas. The first includes all concepts relating to appropriate sex roles for women and their fear of violating sex-role norms. The second category concerns negative consequences of success which could be anticipated by either sex. These areas and related themes are:

A. Traditional conceptions of appropriate roles for women.
    1. Woman's place is in the home.
    2. Devaluing women's competence.
    3. Fear of losing femininity.
    4. Anticipation of coping with social rejection and role strain.

B. General fears about a successful future.
    1. The burdens of excellence.
    2. Questioning the value of success.
    3. Fear of commitment.
    4. General anxiety and pessimistic expectations.

First our diagnostic procedures will be described. Then the intervention strategies contained in this handbook will be related to these varieties of avoidance and coping problems, as represented by an analysis of the attitudes expressed by Project Choice participants.

Diagnostic Procedures

The presence of a tendency to anticipate negative consequences of success was assessed by the method developed by Matina Horner (1968) as an outgrowth of measuring achievement motivation. A projective measure was used which consisted of stories whose content was then analyzed for the presence of themes considered to indicate a tendency to avoid occupational or academic success. Three such stories were elicited from each participant for diagnostic purposes. Each story began with a verbal cue and participants were asked to write a story completing this cue, describing how the character had arrived at that point in the story, what happens, and how it ends. Six minutes were allotted for the completion of each story. While a number of different cues have been reported in the research literature, the following cues were used by Project Choice:

1. After first term finals, Judy finds that she is the top child psychology graduate student. (Hoffman, 1974.)
2. Half of Anne's classmates in medical school are women. After first term finals Anne finds herself at the top of her class. (Lockheed, 1975.)
3. Nancy and the boy she has been dating for over a year have applied to the same highly selective university. (Hoffman, 1974.)

All stories were scored according to Matina Horner's (1970) criteria, according to which "fear of success" was considered to be present when the imagery expressed reflected serious concern about success, such as:

1. Negative consequences _because of the success_.
2. Anticipation of negative consequences _because of the success_.
3. Negative affect _because of the success_.
4. Instrumental activity away from present or future success, including leaving the field for more traditional female work such as nursing, schoolteaching, or social work.
5. Any direct expression of conflict about success.
6. Denial of _effort_ in attaining the success (also cheating or any other attempt to deny responsibility or reject credit for the success).
7. Denial of the situation described by the cue.
8. Bizzare, inappropriate, unrealistic, or nonadaptive responses to the situation described by the cue.

Students were selected for an intervention group designed to focus on coping with success and with overcoming success avoidance if fear of success was found present in two out of three stories according to the above criteria. In addition to the above criterion, any of the following were considered additional indicators for student selection: a desire to enter a male-dominated occupation, high ability, high aspirations, or high parental aspirations for them. Recent research (Moore, 1978) suggests that the _Personal Unconcern_ scale from Helmreich and Spence's (1978) _Work and Family Orientation Questionnaire_ may also prove valuable in carrying out the selection process.

An alternate means of selection of students is to diagnose the presence of these kinds of attitudes when they are expressed by individual students in guidance conferences. Yet another suggested selection process involves self-diagnosis by students. A theme group can be announced for volunteers who decide that they wish to work on ideas about their future, such as: "Can we have it all: marriage and/or careers for women?" "Which professions are best suited for women?" or "Finding my own idea of a successful life."

Prescriptive Intervention

After students were selected in the above manner, their stories were analyzed for further information on the particular nature of their anticipations about the consequences of the academic success described in the Horner cues. This information was then utilized to guide the selection of intervention goals designed to answer participants' individual needs. These needs will be described more fully here in relation to the intervention strategies.

The fear of success themes expressed by Project Choice participants are presented in two basic categories: traditional conceptions of the appropriate role for women and general fears about a successful future. It is not always possible to identify whether a particular participant's fear of success story originates from general fears or sex-role-specific fears. However, it is useful to differentiate these two areas in order to clarify the rationale for interventions. Interventions essentially relate to dealing with sex-role stereotypes for the first area and to providing opportunities for self-understanding in the second area. First, each area will be analyzed into the themes it contains, and prescriptive intervention goals will be listed after each theme.

I. TRADITIONAL CONCEPTIONS OF APPROPRIATE ROLES FOR WOMEN

A. Woman's Place Is in the Home

Theme. Occupational success is avoided out of a sense that the usual and proper lifestyle of women involves full-time motherhood and homemaking. Some participants assume that this is women's natural role. Others portray vicarious success as more desirable than direct success. This belief is reflected in stories where the women give up their careers and derive satisfaction from achievements of husband and/or children.

Intervention. Therefore, intervention should attempt to enlarge conceptions of what women's lives are actually like at the present time to help young women enlarge their definitions of what is possible and appropriate for women to do.

It is important to bear in mind that these traditional conceptions of a woman's role include a deeply felt positive value placed upon devotion to home and family. Often this is buttressed by religious faith and ethnic values. Therefore, a career guidance program must respect these values for their responsibility to future generations, while at the same time seeking to add serious thinking about future occupations outside the home. In such difficult questions involving values, we as counselors can attempt to offer alternatives for choice without imposing our own values on our students.

Schools, guidance personnel, and parents could join together to evaluate and provide young women opportunities for direct rather than vicarious experiences of leadership and success. Career guidance groups could encourage and reinforce direct success experiences, such as athletic team participation rather than cheerleading. This goal coincides with the intention of Title IX to offer equal opportunities for young women to participate directly in all school activity offerings.

B. Devaluing Women's Competence

Theme. Some students appear to be convinced that women are less competent than men and, therefore, can achieve only through using their physical charms to engage the help of men. A typical story portrays a female medical student who succeeds in attaining the top class rank only because she seduces her teacher and thus cheats her way to the top. Other students express their belief in stories where the female medical student succeeds only because she uses her older brother's lecture notes.

Intervention. Prescriptive intervention attempts to help these young women become aware of stereotypes of women's incompetence, and to change beliefs on this issue by offering competent women as role models for close acquaintance.

C. Fear of Losing Femininity

Theme. These participants wrote stories about the loss of attractiveness to men because of career achievement. Their stories suggest that they believe that women should limit themselves to the occupational fields traditionally for women. Other related themes involve angry reactions by men to a highly achieving woman, or stories about women who use the strategy of pretending to know less in order to avoid threatening men and thus retain them as boyfriends or potential mates. Some stories portray role conflicts and appear to be the expressions of feeling caught between contradictory influences, expectations, and ambitions. An example of this is a young woman who intends to follow a career in neurosurgery which obviously demands intense commitment and also intends to have several children and to interrupt her career in order to care for them full time for twenty years before returning to practice.

Intervention. Prescriptive goals in response to the above fears include offering alternatives and identifying incentives for non-stereotypic occupations for women. Conflicting expectations can be confronted by discussing how they might fit together in the future, in order to force recognition of their conflicting requirements, leading to more realistic planning and coping strategies.

The best way to provide "safe passage," that is, to assuage fears of the incompatibility of love and career success, is to give young women the opportunity to know role models who are able to combine occupational and traditional roles with evident satisfaction. Based upon their knowledge of these role models, young women can explore lifestyles with various ways of achieving a gratifying personal life.

D. Anticipation of Coping with Social Rejection and Role Strain

Theme. Some stories demonstrated a highly sophisticated awareness of the cross-pressures on young women. These stories described ways that young women coped with social rejection after success, seeking support from those able to supply it, and discounting or attempting to win over people who were hostile. Others anticipated situations where the demands of different roles were fulfilled, or where social life was postponed for the sake of achievement.

Intervention. Since these young women are already aware of the complexities of the lives of women, discussion which encourages further consideration of these issues are in order. Strategies for dealing with role conflicts can be discussed, such as decision making and prioritizing.

II. GENERAL FEARS ABOUT A SUCCESSFUL FUTURE

A. The Burdens of Excellence

Theme. Some students express discomfort about their peers being angry and envious as a consequence of their success. Typical stories involve a woman who seriously considers not studying so that her grades will drop and she will no longer excite the envy of peers by standing out above them. This is differentiated from fear of loss of heterosexual attractiveness in that envy of peers in general or girlfriends is mentioned, rather than the envy of potential mates. Another commonly expressed theme is the fear of being unable to maintain one's present high standard in the future. A third burden is excessive stress and pressure due to an intensely competitive situation. Some stories express distaste for "cutthroat" competition and the desire to avoid becoming a viciously competitive person.

Intervention. Since the above themes have often been referred to by Jung and other psychologists, as well as in literature, they appear to be basic human reactions to being "on top" or elevated above one's peers. Therefore, there is no strategy to deal easily with such deeply rooted (archetypal) reactions. However, these feelings may be alleviated through discussion and support. It is helpful to share these kinds of feelings with others in a similar position. "Safe passage," that is, receiving support from others, may help them to become more comfortable with the situation. In some cases, the individual may have exaggerated or incorrectly perceived the envy of others, in which case feedback is helpful. It is important to distinguish inner fears of envy from those engendered by a milieu in which highly competitive familial values and aspirations have created an environment where students indeed are intensely envious of one anothers' accomplishments. The situation is discussed and coping strategies to maintain balance, happiness, and achievement level in this kind of atmosphere are explored.

B. Questioning the Value of Success

Theme. The stories of some students portray the experience of success as being empty or intrinsically meaningless. This existential emptiness has been described by Tresemer as due to the contrast between public and private success. Some students seem to be expressing the idea, "But what good is it all if I'm not happy?" Other related themes express basic questions of goal ownership; that is, "Is this goal desirable?" and "Do I really want this goal or am I being controlled by the fact that others want it for me?" A common story theme portrays a woman who is discontented with success in a field that was her parents' choice for her and not her own.

Intervention. To assist in the attainment of goal ownership, participants are given the opportunity to explore their own wants and needs.

Participants find it helpful to be able to discuss their future goals with adults who are not invested in a particular outcome, as parents often are.

C. Fear of Commitment

Theme. Many project participants expressed the feeling that they did not feel ready to make any far-reaching decisions. They expressed fears of committing themselves too early, of making the wrong choice, and consequently of being stuck for life in an occupation they do not like. This fear of the burden of responsibility and of growing up sometimes leads to decision avoidance.

Intervention. These fears are confronted through discussion, taking off from a number of different exercises which elicit the expression of these kinds of feelings. Then strategies are devised for individuals in order that they may keep options open without losing out on opportunities. For example, if a young woman knows she is interested in two or three different career possibilities, but is not ready to choose, a decision can be made about a college to attend which will allow her to achieve the prior preparation for all of the occupations simultaneously, allowing her to make a final choice at a later time. It is helpful to be able to explore options playfully in an "as if" manner so participants can enjoy exploration, differentiated from commitment.

D. General Anxiety and Pessimistic Expectations

Theme. The particular nature of the attitudes underlying bizzare themes in stories often cannot be specifically identified. It is apparent only that the individual is expressing anxiety, hostility, or apprehension.

Intervention. In these cases it is necessary to assess the situation fully in order to determine the origin of the pessimistic expectation and to consider appropriate intervention. Very often these young women need individual counseling to help them identify and deal with the malaise in their lives.

Group Composition

These two broad areas of fear of success themes suggest different paths of intervention. The woman's role area largely involves attempting to change attitudes about sex stereotypes, while general fears of the future are mainly dealt with by giving students an opportunity to express, identify, and appropriately deal with their fears. Since intervention strategies differ for these two areas of concern, it is difficult to devise a general program to address all of these themes at once.

Project Choice explored intervention with homogeneous groups of students who were assessed as needing help in the area of their fear of success. Based upon the experience of the project, it was found that the best strategy for group information would be to include these as individualized considerations in lifework planning groups composed of students with varied needs. This has the advantage that young women who have fewer fears would have their more optimistic perspective to offer to the others.

An alternate basis of group composition suggested in the Diagnostic Procedures section was that the theme of the group could be announced and students could volunteer to participate. This would offer the advantage of commitment which is sometimes difficult to achieve with other methods of diagnosis. The kinds of young woman described in "Anticipation of Coping with Social Rejection and Role Strain" would be likely to volunteer because they are already aware of the existence of the problem.

A cautionary note is in order about students assessed as having severe general anxiety and pessimism about the future. Since this designates young women whose problems are more deep and pervasive than the other fears and attitudes covered under this topic, further assessment may be needed. Students whose personal integration difficulties are more severe than those described for the other varieties of fear of success may be negative and disruptive to a group. In such cases, individual counseling is needed for meeting the individual's needs most appropriately, and in order to insure that groups are able to fulfill their purposes. If there are too many pessimistic and hostile individuals in a group organized to deal with conflict and ambivalence about success, these individuals may discourage the others and impede the task.

Limitations. It is necessary to place a concern about the inner barriers within a perspective which recognizes the importance of situational factors in society as well. Continuing subtle discrimination against women in the workplace is a reality which limits the efficacy of any intervention designed to alleviate intrapsychic barriers to seeking and enjoying success. Stated quite simply, it is necessary to take into account that a psychological approach to changing individual attitudes cannot change the realities within which the participants live. However, to the extent that there are variations in opportunities, people tend to find what they seek; if a young woman changes her anticipation of success from negative to positive, there may be a greater possibility that she will seek, accomplish, and be able to cope with success despite minimal external supports.

There has been a great deal of discussion in the experimental literature on fear of success as to whether the success avoidance themes of Horner's measure demonstrate the existence of a motive or intrapsychic phenomenon or whether the success avoidance themes are correct anticipations of the difficulties a woman may encounter as she attempts to go against sex-role stereotypes in occupations and family lifestyle by fulfilling occupational aspirations beyond that which is expected in the traditional image of women's role. The research of Broverman et al. (1972) demonstrates that norms governing the generally approved masculine and feminine image are clearly defined and recognizable in our society. Condry and Dyer (1976) have asserted that the anticipation of negative consequences from occupational success in male-dominated professions is a realistic expectation in light of existing social rewards and punishments of deviance from sex-role stereotypes.

This issue has implications for those who provide career guidance for young women. When dealing with inner barriers and self-limiting attitudes it is necessary to present the realistic difficulties as well.

While much can be accomplished as we help young women overcome the limitations which they impose upon themselves, changes in the structure of occupations and in the sex-role values of society will be necessary in order to justify more optimism about high aspirations in women; this is the main limitation on intervention concerning internal barriers to success.

Since internal barriers have been only part of the difficulty in the past, the extent to which individuals can improve their life prospects by overcoming their internal barriers is yet limited by the extent of change in society at large. Almquist (1977, p. 843) observed, "the pace of change for women is glacial . . . women seem to be working more and getting paid less in relation to men." Condry and Dyer (1976) state that the situational explanation of fear of success implies that it would be advisable to attempt to reduce the meaning of deviancy for both sexes, and change role-specific norms and expectations of both sexes. However, they caution that "no amount of individual preparation will be successful if there are not substantial changes in the social institutions in which both parenthood and careers are embedded" (p. 78). Several other social scientists emphasize changes in women's access to occupations as the most effective way to eliminate internalized barriers relating to sex role. Laws (1976) defines fear of success as a form of role conflict subject to situational evocation. She suggests that the best intervention for fear of success would be to "neutralize sex role conflict in the workplace."

We as counselors can help young women cope with the realities of discriminatory practices and discouraging attitudes, but until these are reduced or eliminated in the world, our efforts at internal change are necessarily circumscribed. Therefore, in the ensuing prescriptions for the varieties of fear of success diagnosed, the suggestions which are made for attitude changes could be appropriate for implementation on a national or school-wide level, as well as on the level of small group and individual change.

Because intervention programs specifically related to the constellation of fear of success attitudes are rarely attempted, the foregoing analysis and ensuing program suggestions are offered as a beginning for a diagnostic-prescriptive approach to helping young women cope with their fears of success.

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OVERVIEW OF SPECIAL GROUP ADAPTATIONS:

Coping with Success

Core Curriculum Sequence	Special Group Changes
Session I	
Getting Acquainted	
Sharing Expectations	Suggestion
Cognitive Model of Career Development	
Coming Attractions	
Things to Do	
Session II	
* * *	Suggestion
Socialization Discussion	Suggestion
Chances and Choices	
Women's Lifestyle Patterns and Lifestyle Values	Suggestion
Dealing Myself a Better Hand	
Things to Do	
Session III	
Discussion of Lifestyle Interview	Modification
* * *	Addition: My Ideas About Working Women
The Self-Directed Search	
Abilities Self-Assessment	
Things to Do	
Session IV	
Abilities Self-Assessment Feedback	Modification
My Personal Satisfactions	Modification
Preparation for Career Workshop I	
Program Evaluation I	
Session V	
Career Information Workshop I	Suggestion

Core Curriculum Sequence	Special Group Changes
Session VI	
Workshop Evaluation	Suggestion
Role Models	Suggestion
Informational Resources	
Session VII	
Lifestyle Patterns	
Goal Setting	
Informational Resources	Suggestion
Session VIII	
Goal Setting	
My Many Roles	Suggestion
Educational Levels	
Role-Model Assignment	
Looking Ahead	
Session IX	
Career Information Workshop II	
Session X	
Workshop Evaluation	
Criteria for Choosing a Post-Secondary Institution	Suggestion
How to Finance a College Education	
Program Evaluation II	
Session XI	
Decision Making	
Informational Resources	
Session XII	
Finding Employment	
Resume Writing I	Modification
Looking Ahead	

Core Curriculum Sequence	Special Group Changes
Session XIII Career Information Workshop III	
Session XIV Workshop Evaluation Resume Writing II Summing It Up Program Evaluation III	

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PROGRAM USE

How to Use the Program

The Project Choice career development program which follows consists of a fourteen-session core program with four different variations for the individualized needs of participants. These four variations are designed to meet the special needs of participants who have been diagnosed as needing help in the following areas: Defining and Valuing One's Self, Achieving Success, Asserting One's Self, and Coping with Success. Each session of the basic core program is presented on white paper, and is followed by the variations and additions to that session for each of the four special groups. Each special group has its particular color for easy identification after each of the basic core sessions. It is hoped that the flexibility offered by this format will enable counselors to maximize the use of the handbook as a total core curriculum, a guide for meeting special student needs, and a resource for accomplishing a variety of specific career guidance objectives.

Core Career Development

The program consists of fourteen two-hour sessions, nine of which are designed for small group work and three Career Information Workshops which are designed to introduce the participants to the world of work and post-secondary education. The format for the workshops allows participants to interact with guest speakers from different career areas and educational institutions. Small group activities are designed for 15 to 20 people. If there are more participants, it would be preferable to run two groups.

Each small group session is planned for approximately 120 minutes and is made up of two or more separate activities. Each activity is given an approximate duration, so that, if a full two-hour time block is not available, individual session content can be adjusted. As often as possible, each activity is designed to stand as a separate entity so that it can be used in any way or combination which will be appropriate for your group.

Each session includes a title page which summarizes each activity and lists the handouts and materials needed for the session. This is followed by a copy of the career development model indicating the one or more sections which will be emphasized in the session. All the handouts for the specific session are placed after the last activity in the order in which they are needed and after the handouts. Each special group's changes are presented on the colored paper appropriate to that group.

The Typeface

It is readily evident that three different kinds of type are used in the following manner:

1. Regular type is used to indicate directions to the facilitator and specific items the facilitator needs to write on newsprint or read to the participants.

2. CAPITAL LETTERS ARE USED TO INDICATE SUGGESTIONS FOR WHAT THE FACILITATOR MIGHT SAY. SUGGESTIONS ARE WRITTEN COLLOQUIALLY.

3. *Italics are used to indicate special notes to the facilitator such as special considerations, warnings, or cautions.*

In addition, N.B.: is used to point out words of special caution and it is suggested that such items be studied before the activity is begun.

The Colors and Symbols

Six colors and four symbols are used to denote special group sections of the program.

Section	Color	Symbol
Core Program	White	None
Career Information Workshops I, II, III	Goldenrod	None
Defining and Valuing One's Self	Light Yellow	○
Achieving Success	Green	□
Asserting One's Self	Salmon	△
Coping with Success	Blue	⬡

Throughout the core career development sections of the program, the four symbols shown above are used to indicate a place where a change in the core program must be made for that specific group.

A symbol following the list of Handouts or Materials indicates that different or separate handouts or materials are required for the corresponding special group.

A symbol in the introduction to the session indicates that general suggestions for the session will be found at the end of the session on the colored paper designated for the particular specialized group.

A symbol next to the title of an activity indicates that:

1. Another activity precedes this one.
2. This activity is being replaced by an entirely different one.
3. Major changes have been made in this activity.

A symbol in the margin indicates general, overall suggestions for this activity or a modification of some specific aspects of it.

Special Group Changes

The changes are included at the end of each session on their appropriately colored paper. There are three kinds of changes offered:

1. *Suggestions* are general comments about the total session or a specific activity. It may also include considerations to bear in mind as the different activities are undertaken.

2. *Modifications* are changes to be incorporated into a specific activity.

3. *Additions* are new activities which either replace a specific core activity or must be added to the session. In the latter case, suggestions are made on how to provide time for it.

It is important to note that the changes indicated for each of the four special groups were written by the facilitators who actually conducted each intervention. In addition, for all four groups, but especially for the Achieving Success group, the first three or four sessions involve major deviations from the core curriculum. Careful attention must be given to the content of these revised special group sessions before they are attempted.

At the end of each introduction to the special groups, a suggested modified program schedule is included on the appropriate colored paper. This schedule gives a complete list of all core program activities and indicates where specific suggestions, modifications or additions are to be made (see pages 49, 56, 62, and 73).

The bibliography is divided into sections according to subject. Each section pertaining to a specialized group is printed on the appropriately colored paper.

Informational Resources

Sessions VI, VII, and XI are planned, in part, to teach participants how to explore multimedia informational resources although these materials can also be used at other times outside of group meetings whenever time can be set aside for that purpose. From the very beginning, students must be encouraged to discover what resources are available and how to use them. The Bibliography contains a complete list of the materials Project Choice utilized for this purpose.

Some of the materials suggested may be among those already owned by most guidance offices. Many of the additional materials are available at no cost from the U. S. Department of Labor or from professional organizations. A simple letter of request will be sufficient to receive these materials. Finally, there are a number of excellent resources designed specifically for the needs of young women. Whenever possible the bibliographic entry includes an approximate cost of purchase to simplify your budget plans. None of the materials suggested require more than a tape recorder, a filmstrip projector, or a 16 mm projector.

Whether your budget for such resources is generous or non-existent and you depend entirely on free materials, it is necessary to order them as early as possible to ensure that they will be available when needed.

Career Information Workshops I, II, and III

The three career information workshops are described in detail in Sessions V, IX, and XIII. Although each has a different focus and format, preparations for all are similar. What is especially important to note, however, is that in all three instances, planning must begin well in advance of the projected scheduled date. A two-month time line is suggested for each workshop because many potential guest speakers have busy schedules and may not be available unless contacted well in advance. This schedule also allows plenty of time to find the replacements that will inevitably be necessary.

Therefore, since the first workshop is scheduled for Session V, it is not too early to begin identifying possible speakers two to three weeks before the beginning of the program. A time line for the three workshops follows (see Figure 3).

Role Models

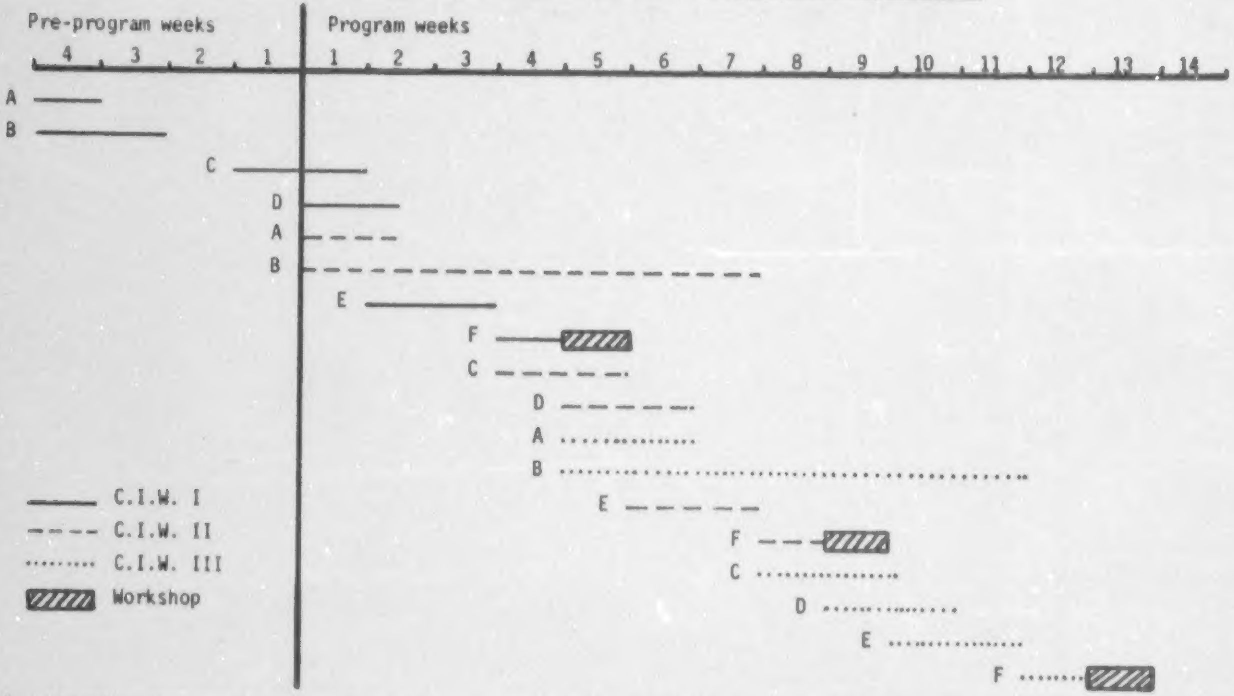
An especially attractive part of Project Choice for its participants is the opportunity they have to meet with a role model, i.e., a woman involved in an occupation the participant is either considering entering or about which she is curious. Whenever possible, this activity is designed as a one-to-one experience so that each participant has ample time to observe her role model functioning in her work setting, and to ask all the questions she might have.

Project Choice found that most women contacted for this purpose were flattered by the request and many who could not be workshop guests did agree to act as role models. Sources of role models were varied. The women contacted to be guest speakers at the first or second Career Information Workshop were also asked to serve as role models. In addition, colleagues, friends, acquaintances, and relatives were also contacted as primary resources or for recommendations.

Several criteria must be considered to ensure that these meetings between role model and participant will be successful.

FIGURE 3

Planning Schedule For Career Information Workshops I, II, and III



A. Determine career interests of students
   Make reservations
B. Contact speakers and follow up
C. Develop format, prepare letters
D. Mail letters, reconfirm reservations
E. Publicize event, make final schedule
F. Buy refreshments, prepare packets

1. The role model should be someone who can be both committed to and realistic about her profession. She needs to convey a sense of enthusiasm and excitement about what she does while being in touch with the demands and personal costs of the job.

2. If at all possible, find women whose job or position will allow them to have a guest on the premises for the time involved. This gives the adolescent the opportunity to consider the environment as one criterion of any job.

3. It is especially important to find role models to whom adolescent women can relate. In part this means a woman who is not only committed to her profession and who projects a feeling of competence but who also meets adolescent criteria for success: someone who is attractive, youthful, and especially one who combines marriage and family and career successfully. A discouraged, single older woman, no matter how competent or successful, is very unlikely to become a positive role model. This last recommendation is not meant to be in any way condescending but rather reflects Project Choice's experience with the reality of working with adolescent women.

Again, whatever your sources, the women being considered as role models should be contacted as early as possible. Asking the students for their preferences when they are signing up for the program or during the first session will give you a general idea of the types of role models to contact. The participants' specific requests during Session VI are not likely to produce very many surprises.

The guidelines for role models can be used with the sample letter of confirmation which follows. They give role models a sense of direction as well as a feeling for what will be appropriate and relevant for the program participants with whom they meet.

PROJECT CHOICE

Sample Letter

Dear

We are extremely grateful for the commitment you have made to our project through your willingness to serve as role model to one or more of our students.

Each student whose name appears on one of the enclosed forms has expressed an interest in exploring your field or specific occupation. Each has been given your address and telephone number and it will be the responsibility of the student to contact you to arrange a mutually convenient time and place for your meeting(s). The extent and number of these meetings will of course be determined by the demands and responsibilities of your own schedule.

Also included are guidelines for role models. These can be used in whatever way you find most fruitful.

If you have any questions concerning this experience, please feel free to call me at (telephone no.).

Thank you again for being such an important part of this project.

Sincerely,

Project Director

Enclosures

PROJECT CHOICE

Guidelines for Role Models

1. Role models can help our students test the reality and feasibility of their vocational choices by helping them identify and explore the actual day-to-day responsibilities and activities of the particular profession.

2. If your occupation is one which lends itself to useful "shadowing" (i.e., acting as your "shadow" whenever the situation permits), we hope that you can meet with the student(s) at a time when, with the minimum of intrusion, she (they) can observe you carry out your responsibilities. This would provide her (them) with the maximum opportunity for learning. Since this is obviously neither always possible nor worthwhile, we will be appreciative of whatever time you feel you can give her (them).

3. We would like to suggest topics of discussion which you might want to consider during your meetings. We realize that not all these questions will be applicable to your occupation or that you may not wish to address yourself to some of them. They are only suggested as general guidelines.

   a. Is the occupation in general based on a unique philosophy or approach? How similar or different is your particular approach?

   b. Where does your position fit within the large organization for which you work? What hierarchy exists?

   c. What are some of the routine activities involved in your occupation?

   d. What are some especially interesting aspects of the job?

   e. What do you find most demanding? What do you find most boring? What do you find most exciting?

   f. What type of person is likely to be best suited for this position? Do you see yourself as this type?

   g. Is there special preparation (education and/or experience) you wish you had brought to the job with you?

   h. What are the special entrance requirements (training, fieldwork, etc.)?

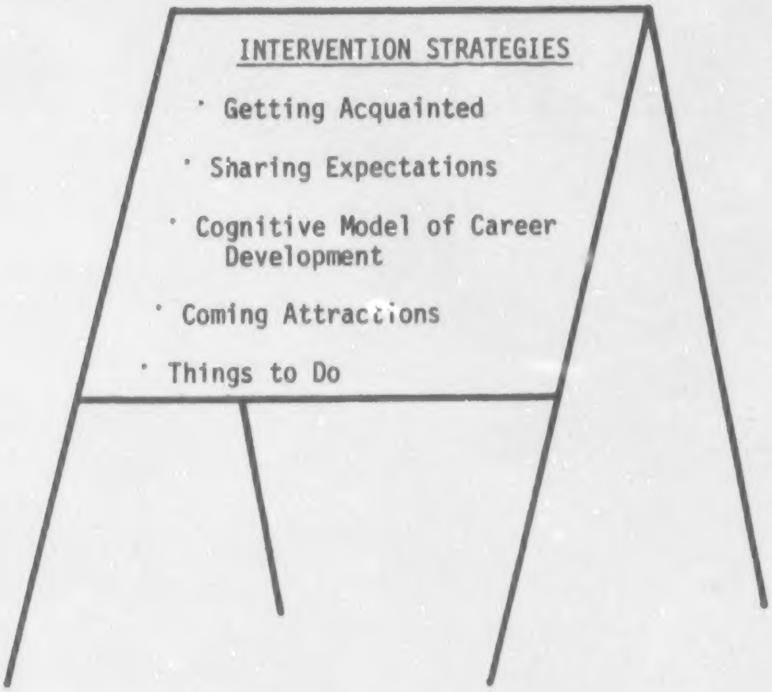
   i. How do you mesh the demands of your position with the lifestyle you like to have?

PROJECT CHOICE

CAREER DEVELOPMENT PROGRAM

SESSION I--
OFF TO A GOOD START

SESSION I--OFF TO A GOOD START



INTERVENTION STRATEGIES

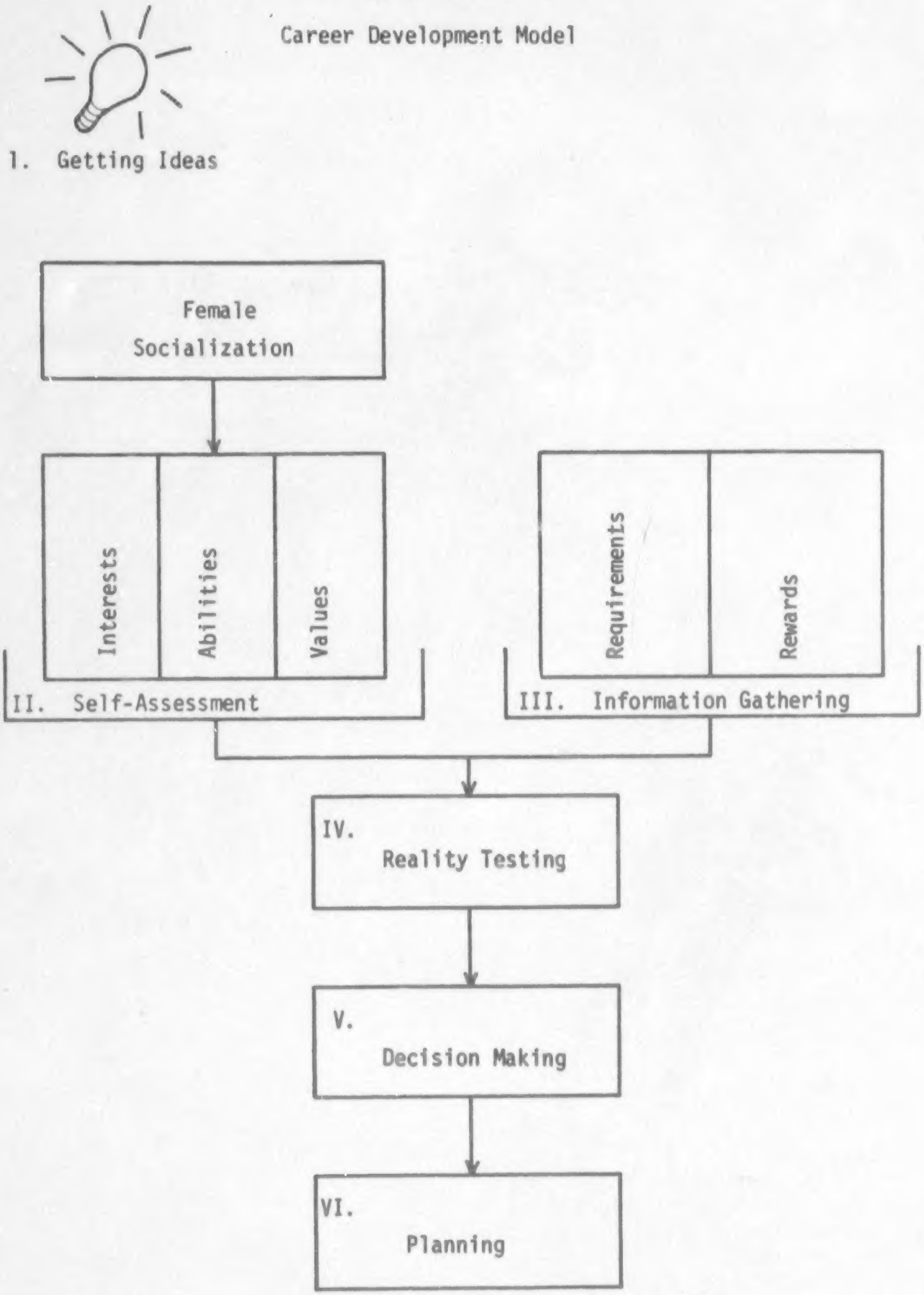
- Getting Acquainted
- Sharing Expectations
- Cognitive Model of Career Development
- Coming Attractions
- Things to Do

- Getting Acquainted helps participants share relevant information in a structured format.
- Sharing Expectations clarifies the participants' expectations of the program and lets them know the extent to which these expectations can be met within the scope of the program.
- The Cognitive Model of Career Development presents a cognitive map of the process used in this program. It is included here to give an overview for understanding the rationale for the sequence of activities in future sessions.
- Coming Attractions gives participants an idea of what is to come in the next few sessions.
- Things to Do provides handouts of information to be read at home.

Handouts	Materials
Career Development Model	5x8 cards with A, B, C, or D written on one side
Project Choice	Pencils or magic markers
Highlights of Women's Employment and Education	Large copy of Career Development Model on newsprint
Where the Jobs Will Open Up (to be obtained from library)	Newsprint, masking tape, watch

PROJECT CHOICE

Career Development Model


1. Getting Ideas
Female Socialization
Interests
Abilities
Values
II. Self-Assessment
Requirements
Rewards
III. Information Gathering
IV. Reality Testing
V. Decision Making
VI. Planning

SESSION I

General Goals:

1. Participants will become acquainted with one another by sharing information and feelings about themselves relevant to their participation in the program.
2. Participants will identify their expectations and goals for the program.
3. Participants will increase their understanding of the process of career decision making and learn the purpose of each step of the program in relation to that model.

Introduction:

Session I is primarily designed to address issues common to all new groups. It seeks to establish a climate in which the participants will feel at ease, get acquainted with one another, and explore their expectations in terms of the program goals. At the same time, this session also attempts to encourage the development of group cohesiveness which will provide a supportive and responsive environment in which each participant can learn and grow actively.

The activities designed for Session I may be used for a group in which few of the members know each other. However, it is important to remember that this type of activity must be included at the beginning of any group meeting for the first time for the following reasons:

1. *No matter how well participants know each other outside the group, they must now establish their relationship within the context of the group purpose.*
2. *Clear, verbalized, shared expectations at the beginning of the program minimize the disappointment that may arise at some later date, by helping participants explore the degree to which these expectations can be met within the program goals as well as giving the group facilitator an opportunity to modify the program content if necessary or desired.*
3. *The group facilitator has the opportunity to model the cognitive and affective behaviors appropriate to the group and give the participants a chance to ease into group life at their own pace.*

N.B.: *Finally, it is important to emphasize for the participants that what will be shared must remain in the group only. Secondly, each student will be free to participate and to share of herself only to the extent that she feels comfortable doing so.*

GETTING ACQUAINTED

I. **Prescriptive Goal:**

Participants will get acquainted with one another by sharing information and feelings about themselves relevant to their participation in the program.

II. **Time needed:**

40 minutes

III. **Intervention Strategy:**

△ Introduce yourself and briefly explain the purpose of the program.

For example, you might say: Project Choice is a special program designed for talented high school women. Each of you was identified as being talented in some area. This means that you were special in one or more areas of academic achievement or sports or leadership or art or music or theater. During our time together, we will explore the world of work as broadly as possible. We will learn about career fields, career groupings, educational requirements, the lifestyles associated with these fields and how each of your interests, abilities and values fit into specific career patterns.

In all our activities, we will focus on the opportunities and limitations as well as the choices and concerns that are especially important for women. We want to explore when and how growing up as a female affects the choices we have and the choices we can make.

"LET'S TAKE A FEW MINUTES TODAY TO GET ACQUAINTED WITH EACH OTHER. WE ARE ESPECIALLY INTERESTED IN GETTING TO KNOW EACH OTHER IN WAYS THAT WILL HELP US TO FOCUS ON OUR PURPOSE HERE: CAREER DEVELOPMENT AND PLANNING. SO WE ARE GOING TO DO AN EXERCISE TO HELP US ACCOMPLISH THIS."

Hand out 5x8 cards and felt pens or pencils. On the back of each card, the letter A, B, C, or D has been written.

N.B.: *Hold the cards in the following order as you hand them out: four As, four Bs, four Cs, four Ds. If the group has less than 16 people, start with three As, three Bs, etc. If there are more than 16 people, start with five As, etc. This order is best to break up groups of friends sitting together and to maximize intermingling.*

○ "HOLDING THE CARD HORIZONTALLY (▭), WRITE THREE POSITIVE ADJECTIVES IN THE MIDDLE OF THE CARD THAT DESCRIBE YOU."

Pause.

N.B.: *It is often very helpful for the facilitator to model each direction as it is given. If you choose to do so, try to keep each example personal but also within the maturity level of the participants.*

Example of card:

NEAT	M.P.
FRIENDLY, ORGANIZED OPEN	
PSYCHOLOGIST	COOKING

"IN THE UPPER LEFT HAND CORNER, WRITE ONE QUALITY YOU ALREADY POSSESS WHICH YOU THINK WOULD BE HELPFUL IN A JOB SITUATION."

Pause.

"IN THE UPPER RIGHT HAND CORNER, IDENTIFY THE PERSON YOU ADMIRE THE MOST OR SOMEONE YOU ADMIRE A LOT. YOU CAN USE INITIALS; IT IS NOT IMPORTANT THAT WE KNOW THIS PERSON BY NAME."

Pause.

"IN THE LOWER LEFT HAND CORNER, DESCRIBE IN ONE OR TWO WORDS AN OCCUPATION YOU SOMETIMES FANTASIZE ABOUT. IT CAN BE AS WILD OR FARFETCHED AS YOU LIKE AND IT

NEED NOT HAVE ANYTHING TO DO WITH ACTUAL SKILLS OR ABILITIES."

Pause.

"IN THE LOWER RIGHT HAND CORNER, DESCRIBE A JOB OR ACTIVITY YOU HAVE REALLY ENJOYED DOING."

Pause.

"ON THE BACK OF EACH CARD, THERE IS A LETTER A, B, C, OR D. FORM GROUPS OF FOUR, SO THAT EACH GROUP HAS ONE A, ONE B, ONE C AND ONE D."

Pause while the participants get into groups.
Some groups may have an extra person or one group may have only three people in it.

"TAKE THE NEXT FEW MINUTES GETTING ACQUAINTED BY DISCUSSING THE CENTER SECTION OF THE CARD ONLY. EXPAND ON THE ADJECTIVES YOU HAVE WRITTEN AS MUCH AS YOU FEEL COMFORTABLE DOING AND TIME PERMITS. YOU WILL HAVE ABOUT FOUR MINUTES SO BE SURE EVERYONE HAS A CHANCE TO SHARE HER CARD. PLEASE DO NOT GO AHEAD TO OTHER CORNERS OF THE CARD."

Pause - 3 minutes.

"NOW, EACH PERSON WITH A ON THE BACK OF HER CARD IS TO MOVE TO ANOTHER GROUP."

Pause.

"NOW BEGIN TO DISCUSS THE UPPER LEFT HAND CORNER OF YOUR CARD - THE QUALITY YOU IDENTIFIED. YOU MAY ALSO IDENTIFY OTHER QUALITIES. EXPLAIN WHY

YOU CHOSE THIS ONE. AGAIN, DO NOT MOVE AHEAD TO ANOTHER CORNER."

Pause - 3 minutes.

"EACH PERSON B IS NOW TO MOVE TO A NEW GROUP."

Pause.

"SHARE THE UPPER RIGHT HAND CORNER OF YOUR CARD. WHAT QUALITIES DO YOU ESPECIALLY ADMIRE ABOUT THIS PERSON? TELL THE GROUP MORE ABOUT THEM. PLEASE DO NOT MOVE AHEAD."

Pause - 3 minutes.

"EACH PERSON C MOVE TO A NEW GROUP."

Pause.

"SHARE THE LOWER LEFT HAND CORNER OF YOUR CARD. WHAT DO YOU THINK WOULD BE ATTRACTIVE ABOUT THIS POSITION? WHY IS THIS ONLY A FANTASY? WHY COULDN'T IT BE A REALITY?"

Pause - 3 minutes.

"EACH PERSON D NOW MOVE TO A NEW GROUP."

Pause.

"NOW SHARE THE LOWER RIGHT HAND CORNER OF YOUR CARD. IS THERE ANY ASPECT OF IT YOU DON'T LIKE? WOULD YOU CONSIDER USING THIS TYPE OF ACTIVITY AS PART OF YOUR CAREER?"

Pause - 3 minutes.

After the participants have completed the last task, they can be asked to form octets for the next exercise without any interruption in the flow of activities.

N.B.: *If you prefer, one or two general questions can be raised as a conclusion to this exercise such as:*

1. *Let's take just a minute or two to share with the entire group some of your reactions to this exercise.*
2. *Did you find it difficult doing this exercise? In what way?*

SHARING EXPECTATIONS

I. Prescriptive Goals:

A. Participants will identify and clarify their expectations for the program and share them.

B. Participants will see how these expectations relate to program goals.

C. Participants will begin to experience a feeling of group cohesiveness as they become aware of the similarities among group members.

II. Time needed:

20 minutes

III. Intervention Strategy:

⬡ Ask participants to form groups of eight. Hand out a large sheet of newsprint and one or two magic markers to each group.

□ "TAKE A MINUTE OF SILENT TIME TO CONSIDER WHAT YOU EXPECT TO GET OUT OF THIS PROGRAM OR WHAT YOU HOPE THE PROGRAM CAN DO FOR YOU."

Pause - 1 minute.

"I WOULD LIKE YOU TO SHARE THESE EXPECTATIONS WITH EACH OTHER WHILE SOMEONE RECORDS THEM ON THE NEWSPRINT."

Pause - 8 to 10 minutes.
During this time, it is often helpful to circulate from group to group and encourage members to interact freely in the process.

"NOW LET'S SHARE YOUR EXPECTATIONS TOGETHER."

N.B.: *Each octet can share some of its expectations and other members, besides the recorder(s), can be encouraged to contribute. It is essential that you identify and clarify any expectations which you believe cannot be met through the program.*

N.B.: *This is a good time to discuss any pretesting that was done, with an explanation that the participants are grouped according to* *their individual development and interests. Changes in their interests and direction are to be expected due to maturation and any exploration they have already done on their own.*

All this can now be summarized by reiterating and summarizing the program objectives (from the introduction) to include:

the notion of choice - others may suggest, but the responsibility for choosing is ours; no one else can choose for us unless we let them.

the notion of options - freedom to choose naturally implies options; we can create options for ourselves; the program will provide the participants with a framework in which to do that.

△ "CAREER DEVELOPMENT IS A PROCESS NOT A PRODUCT; A PROCESS THAT BEGINS IN EARLY CHILDHOOD AND CONTINUES THROUGH MOST OF LIFE. THIS PROGRAM IS NOT DESIGNED TO GIVE YOU A PERMANENT LIFE PLAN NEATLY TIED UP IN A BUNDLE. I HOPE THAT IT WILL BRING YOUR IDEAS ABOUT YOURSELF AND YOUR INFORMATION ABOUT CAREER OPTIONS TOGETHER. FINALLY, WE WILL EXPLORE THE WAYS TO INTEGRATE PERSONAL LIFE PLANS WITH CAREER GOALS WITH EMPHASIS ON THE SPECIAL ISSUES WOMEN NEED TO TAKE INTO CONSIDERATION.

THE GOAL OF THIS PROGRAM IS NOT NECESSARILY TO GIVE YOU THE NAME OF AN OCCUPATION OR CAREER TO PURSUE. IT MAY HAPPEN OR IT MAY NOT. RATHER, IT IS TO HELP YOU EXPAND YOUR AWARENESS OF THE WORLD OF WORK AND THE CHOICES AND OPTIONS OPEN TO YOU AND TO TEACH YOU A PROCESS BY WHICH TO ACHIEVE A CAREER DECISION WHEN YOU ARE READY TO MAKE IT."

COGNITIVE MODEL OF CAREER DEVELOPMENT

I. Prescriptive Goals:

A. Participants will become acquainted with a model of career development and exploration.

B. Participants will understand each of the many steps of the model and how each relates to where they are now and what they might want to accomplish in the future.

II. Time Needed:

30 minutes

III. Intervention Strategy:

The model should be drawn, enlarged, on newsprint and placed in front of the group so that each section can be pointed to as it is discussed.

Hand out a copy of the model to each participant.

"I HAVE SAID THAT CAREER DEVELOPMENT IS A PROCESS. THIS MODEL ILLUSTRATES THAT PROCESS. LET'S LOOK AT IT ONE SECTION AT A TIME. SECTION I IS IDEAS. THE FIRST STEP IN CAREER PLANNING IS GATHERING IDEAS ABOUT JOB POSSIBILITIES. WHERE DID YOU GET YOUR IDEAS FOR THE CAREERS YOU HAVE CONSIDERED?"

Pause for answers from the group.
Some possible answers are: Parents, teachers, significant others, peers, T.V., literature, etc.

"LET'S TAKE A LOOK AT JOB IDEAS THAT LITTLE GIRLS ARE LIKELY TO THINK OF. CHILDREN TEND TO ASSUME THAT WHEN THEY GROW UP THEY WILL BE THE KIND OF PEOPLE THEY ARE LIKELY TO SEE AROUND THEM. WHAT KIND OF JOBS DO WE NOTICE MOST WOMEN DOING WHEN WE ARE LITTLE?"

Pause for answers from the group.
Some answers could be: mother, teacher, nurse, secretary, waitress, model.

"CAN YOU THINK OF A TIME WHEN YOU GOT A MESSAGE THAT CERTAIN JOBS WERE ONLY FOR MEN AND CERTAIN ONES ONLY FOR WOMEN? TRY AND REMEMBER WHEN YOU NOTICED THAT IT WOULD BE UNUSUAL TO BE A DOCTOR, ENGINEER, FIREMAN IF YOU WERE A WOMAN."

Pause for answers from the group.

"WHEN A RESEARCHER ASKED GIRLS AND BOYS 6 TO 8 YEARS OLD WHAT THEY WANTED TO BE WHEN THEY GREW UP, THE BOYS MENTIONED A VARIETY OF OCCUPATIONS, BUT 75% OF THE GIRLS SAID THEY WANTED TO BE A TEACHER OR A NURSE. WHY DO YOU SUPPOSE THAT IS?"

Pause for discussion.

"IN THIS PROGRAM WE WILL BE ASKING YOU TO CONSIDER AS FULL A RANGE OF CAREERS AS POSSIBLE FOR YOU, SO THAT YOU MAY USE YOUR TALENTS TO THE FULLEST REGARDLESS OF WHETHER THE JOB THAT YOU CHOOSE HAS BEEN DONE BY WOMEN OR MEN IN THE PAST.

NEXT, LET'S LOOK AT SECTION II OF THE MODEL WHICH IS CALLED SELF-ASSESSMENT. THIS INCLUDES INTERESTS, ABILITIES, AND VALUES. ON THIS SCALE, FEMALE SOCIALIZATION IS PLACED ABOVE INTERESTS, ABILITIES, AND VALUES BECAUSE IT HAS A TENDENCY

TO UNBALANCE THE SCALE. OFTEN WOMEN OF HIGH ABILITY END UP IN LOW-PAYING, UNCHALLENGING JOBS BECAUSE OF SEX DISCRIMINATION AND WOMEN'S SOCIALIZATION WHICH PREVENTS WOMEN FROM MAKING THE MOST OF THEIR ABILITIES.

THERE ARE MANY WONDERFUL THINGS THAT GIRLS LEARN AS THEY GROW UP THAT WILL HELP THEM BE GOOD WOMEN AND GOOD PEOPLE, BUT THEY ALSO LEARN A NUMBER OF MYTHS OR FAIRY TALES WHICH MAKE IT DIFFICULT FOR THEM TO USE THEIR ABILITIES.

SOME OF THEM ARE THAT WOMEN ARE EMPTY-HEADED, SILLY, UNINTELLIGENT, OR INCOMPETENT.

WHERE DO WE PICK UP THESE KINDS OF IDEAS?"

Pause to allow the participants to respond both to the question and the myth being presented. It is likely that some girls will disagree that this is all a myth. Their experiences must be shared as well.

"ANOTHER ONE IS THAT MARRIAGE IS THE HAPPY ENDING AND SO IT IS NOT NECESSARY TO ENGAGE IN SERIOUS PLANNING FOR THE FUTURE."

Pause to allow participants to respond to this statement.

"IN FACT PRESENT TRENDS AND REALITY SHOW THAT:

1) MOST WOMEN WORK OUT OF NECESSITY BECAUSE MOST FAMILIES NEED TWO INCOMES.
2) 46% OF ALL WOMEN ARE IN THE LABOR FORCE.
3) TYPICALLY A WOMAN OF 35 WITH 2 CHILDREN IN SCHOOL JOINS THE LABOR FORCE AND HAS 30 YEARS LEFT TO WORK.

4) IN SOME STATES, 1 OUT OF 2 MARRIAGES END IN DIVORCE.

5) 75% OF ALL MARRIED WOMEN BECOME WIDOWS."

Pause for discussion of the myths in light of the consequences of this information.

"LET'S LOOK AT EACH PART OF SECTION II:

INTERESTS

1. FIRST YOU NEED TO IDENTIFY AND ORGANIZE THE TYPES OF INTERESTS YOU HAVE.
2. LEVEL OF COMMITMENT IS ALSO IMPORTANT. SOME INTERESTS ARE SERIOUS AND LONG LASTING, OTHERS ARE ONLY MOMENTARY. NOT ALL INTERESTS LEAD TO OR ARE LISTED IN CAREER CHOICES. SOME ARE HOBBIES OR AVOCATIONS.

ABILITIES

1. YOUR ACADEMIC ABILITIES TO SOME EXTENT EITHER ENCOURAGE OR LIMIT THE LEVEL OF EDUCATION YOU CAN ACHIEVE.
2. YOU MUST ASSESS ANY SPECIAL SKILLS OR TALENTS YOU POSSESS.

VALUES

1. VALUES ARE THE QUALITIES WE THINK OF AS BEING MORE OR LESS DESIRABLE OR USEFUL (E.G., STATUS, FRIENDSHIP).
2. WE MUST EXPLORE THE WAYS IN WHICH WE CAN SATISFY BOTH OUR WORK VALUES AND OUR

MARRIAGE/FAMILY VALUES.

ON THE OTHER SIDE OF THE SCALE IS INFORMATION GATHERING (SECTION III).

THAT IS WHAT YOU NEED TO KNOW.

A. REQUIREMENTS ARE WHAT YOU CAN BE EXPECTED TO BRING TO THE FIELD OR JOB, I.E., EDUCATION, EXPERIENCE, AND PERSONAL CHARACTERISTICS.

B. REWARDS ARE WHAT YOU CAN EXPECT TO GET FROM THE JOB, I.E., STATUS, MONEY, SECURITY, INDEPENDENCE, AND CHALLENGE.

ONCE YOU HAVE YOUR SELF-ASSESSMENT FAIRLY WELL BALANCED WITH THE INFORMATION GATHERING, THEY NEED TO BE REALITY-TESTED (SECTION IV). THIS MEANS CHECKING THEM OUT BY MEANS OF SUMMER JOBS, PART-TIME OR AFTER-SCHOOL JOBS, SPECIFIC COURSES, AND/OR TALKING WITH ADULTS IN THE FIELD TO DETERMINE WHETHER THIS AREA OR FIELD IS A POSSIBILITY FOR YOU.

ONCE THE INFORMATION HAS BEEN COLLECTED AND REALITY-TESTED, THE NEXT STEP IS DECISION MAKING (SECTION V). THIS IS DECIDING WHETHER THE FIELD OR PARTICULAR OCCUPATION IS WHAT YOU WANT TO DO. IF THE ANSWER SEEMS TO BE NO, THEN THE PROCESS BEGINS ALL OVER AGAIN. IF THE ANSWER SEEMS TO BE YES, YOU ARE READY TO PROCEED TO STEP VI.

THE NEXT STEP IS PLANNING (SECTION VI). THIS MEANS ORGANIZING THE STEPS NEEDED TO BE TAKEN NEXT: SCHOOL, TRAINING PROGRAMS, COURSES, GAINING EXPERIENCE, ETC. DO YOU HAVE ANY QUESTIONS?"

Pause for questions and discussion.

"THERE ARE TWO IMPORTANT POINTS TO MAKE:

1. LET'S NOTE THAT WHILE THIS IS A PROCESS THAT CAN BE USED FOR EXPLORING A FIELD OR A CAREER CLUSTER, IT CAN ALSO BE USED FOR A SPECIFIC OCCUPATION. THAT MEANS THAT EACH OF US CAN HAVE AN INFINITE NUMBER OF SCALES, ONE FOR EACH OCCUPATION WE WANT TO CONSIDER.
2. IT'S ALSO IMPORTANT TO REMEMBER THAT NO CAREER OR OCCUPATION IS GOING TO INVOLVE EVERY SINGLE ONE OF OUR ABILITIES, INTERESTS, AND VALUES. FOR ME, THAT MEANS THE NEED TO ESTABLISH PRIORITIES AND CLARIFY WHICH OF THESE I WANT TO USE OR SATISFY THROUGH MY CAREER AND WHICH THROUGH MY FAMILY OR LEISURE ACTIVITIES."

Pause for questions and discussion.

COMING ATTRACTIONS

I. Prescriptive Goal:

Participants will learn the contents of the next few sessions and gain insight into the process illustrated by the Career Development Model.

II. Time Needed:

15 minutes

III. Intervention Strategy:

"LET ME TELL YOU A LITTLE ABOUT THE NEXT FOUR SESSIONS DURING WHICH WE WILL FOCUS ON THE FIRST SECTION OF THE MODEL. NEXT WEEK WE'LL EXPLORE SOCIALIZATION AND ITS EFFECTS ON OUR LIVES IN GENERAL AS WELL AS THE TYPES OF JOBS WE ASPIRE TO AND HOLD.

THE FOLLOWING TWO SESSIONS WILL FOCUS ON YOUR ABILITIES, INTERESTS, AND SATISFACTIONS. FOUR WEEKS FROM NOW, WE'LL HAVE THE FIRST WORKSHOP IN CAREERS. THE SPEAKERS WILL REPRESENT AS MANY DIFFERENT CAREERS AND OCCUPATIONS AS WE BELIEVE WILL BE OF INTEREST TO YOU. IF THERE IS A CAREER YOU ESPECIALLY WANT TO SEE REPRESENTED, PLEASE LET ME KNOW AT THE END OF TODAY'S SESSION.

YOU WILL ALSO HAVE THE OPPORTUNITY TO MEET PRIVATELY WITH A ROLE MODEL, A WOMAN WHO DOES WHAT YOU THINK YOU MIGHT WANT TO AND TO SPEND

MORE TIME WITH HER. I WILL ASK YOU FOR YOUR REQUEST AT THE END OF SESSION VI. IT'S NOT TOO EARLY TO BEGIN TO THINK ABOUT THE TYPE OF PERSON WITH WHOM YOU WOULD LIKE TO MEET."

THINGS TO DO

I. Prescriptive Goals:

A. Participants will acquire an overview of the theoretical framework on which this program is based.

B. Participants will acquire data on the demand for specific occupations and on the status of women in the work force.

II. Time Needed:

10 minutes

Time needed to complete at home: about 15 minutes

III. Intervention Strategy:

△ "I AM GOING TO GIVE YOU A PACKET OF MATERIALS THAT I WOULD LIKE YOU TO LOOK OVER FOR NEXT TIME. THE FIRST HANDOUT IS A COMPREHENSIVE STATEMENT OF WHAT THIS PROGRAM IS ABOUT. WHERE THE JOBS WILL OPEN UP IS A COMPILATION OF STATISTICS THAT PROJECTS THE ANNUAL OPENINGS IN SPECIFIC OCCUPATIONS OVER THE NEXT FEW YEARS. HIGHLIGHTS OF WOMEN'S EMPLOYMENT AND EDUCATION GIVES INFORMATION ABSTRACTED FROM GOVERNMENT FIGURES ON THE EMPLOYMENT AND EDUCATION OF WOMEN. PLEASE READ THESE FOR OUR NEXT SESSION SO THAT WE CAN DISCUSS THEM."

The program overview can be adapted to fit your own school program. The two government publications may need updating. "Where the jobs will open up" can be found in U. S. News & World Report, April 3, 1978, pp. 80-81. Copies for your participants can be obtained directly from the magazine.

Handouts for Session I

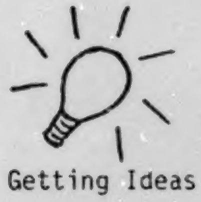
Project Choice: Career Development Model 113

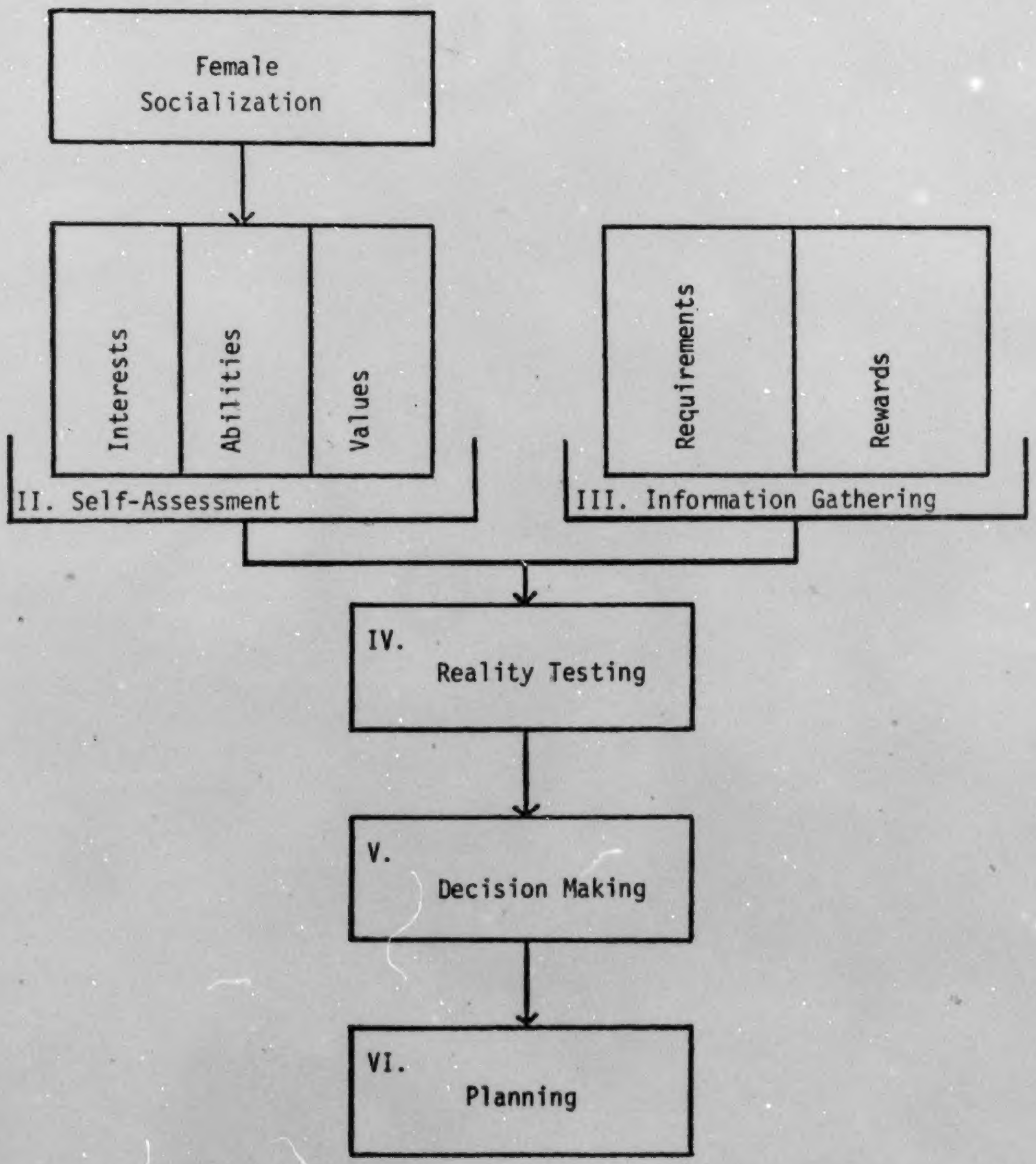
Overview of Project Choice 114

Highlights of Women's Employment and Education 116

PROJECT CHOICE

Career Development Model


I. Getting Ideas


Female Socialization
Interests
Abilities
Values
II. Self-Assessment
Requirements
Rewards
III. Information Gathering
IV. Reality Testing
V. Decision Making
VI. Planning

OVERVIEW OF PROJECT CHOICE:

Creating Her Options in Career Exploration

Project Choice is a fourteen-week career development program which has been designed specifically to meet the individual needs and interests of talented and gifted women.

Program Objectives

The primary objective of the program is that of helping young women develop the skills and strategies for exploring a vast array of available career opportunities and for identifying which of those careers may best suit their individual needs, interests, and abilities. Another important objective of the program is to help young women look ahead and begin to see the relationship between career and home responsibilities and to identify the values important to them in their personal and occupational lives.

Program Emphases

The program is a direct reflection of Donald Super's career development theory. According to Super, career development is a continuous, lifelong process that begins in early childhood when the individual first becomes aware of the world of work and continues on into retirement. During the process, the individual explores various careers and works to identify which of those careers may best suit personal interests, abilities, and needs. The skills to make wise career choices have lifelong utility, as it is not uncommon for people to make career changes during the course of their lives. When an individual can find a career which allows fulfillment of personal interests, abilities, and needs, she will be likely to gain satisfaction from the chosen career. In addition, as Super points out, certain reality factors such as the job market and changes in society must be considered and included in making career decisions.

Project Phases

Project Choice is designed to give young women the opportunity to develop needed skills and gain important information for career exploration and future career decision making. The skills for assessing personal interests, abilities, and needs will be presented in the first phase of the program. In the second phase of the program, skills for identifying and obtaining needed information about various educational and occupational opportunities will be developed. Specific career information will be made available and evaluated. The fourth phase of the program will focus on the development of decision-making skills, goal-setting skills, etc., as such skills can be applied to planning for the future. The program views career development in the broader context of the total life experience to provide a total life perspective.

Anticipated Project Outcome

By the end of the program, it is hoped that each young woman will have acquired information, skills, and strategies for planning for the future. It is not expected that every participant will reach a definite decision regarding her future career. For many individuals, more time is needed for exploration and information gathering. Rather it is hoped that each young woman will leave the program with a number of possible choices and skills that will enable her to continue the lifelong process of career development.

HIGHLIGHTS OF WOMEN'S EMPLOYMENT AND EDUCATION*

(The figures are for the year 1975 unless otherwise noted)

Numbers - 36 million women workers

46% of all women 16 and over were in the labor force.
49% of all minority race women in the population were in the labor force.

Age

53% of all women 18 to 64 were in the labor force.
63% of all women 20 to 24 were in the labor force.

Marital Status

58% of all women workers were married women with husband present.

Women Heads of Family

54% of all women family heads were in the labor force.
10% of all women workers were family heads.

Working Mothers and Their Children

39% of all women in the labor force had children under 18.
14% of all women in the labor force had children under 6.
54% of all mothers with children 6 to 17 were in the labor force.
37% of all mothers with children under 6 were in the labor force.

Unemployment

47% of all unemployed persons are women.
(Rate of unemployment - 6.7% for women, 4.8% for men.)

Employment patterns

More than 2 out of 5 women working at some time during 1973 had full-time year-round jobs.

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*Adapted from U.S. Department of Labor, Women's Bureau, Women workers today (Washington, D.C.: U.S. Government Printing Office, 1976).

Occupations

35% of all employed women were in clerical jobs.
21% of all employed women were service workers.
13% of all employed women were operatives in factories.
15% of all employed women were professional and technical workers. (3.1% were health workers, 5.5% were teachers. Therefore, 15% minus 8.6% = 6.4% were "professionals.")

Earnings (for 1973)

Median annual income for all men and women:
men -- $8,056; women -- $2,796.

Median annual income for full-time year-round employed men and women:
men -- $11,468; women -- $6,488.

Education (for 1973)

43% of all college students under 35 were women.
75% of all women workers were high school graduates.
20% of all women workers had completed 1 or more years of college.
12.5% of all women workers were college graduates.

Special Group Changes for Session I

Defining and Valuing One's Self 121
Achieving Success 123
Asserting One's Self 125
Coping with Success 127

○ DEFINING AND VALUING ONE'S SELF (Session I)

Suggestions:

In working with the group, be particularly sensitive to providing students with the opportunity to make comments and ask questions. In this way, you can communicate your interest and respect for the students and their perceptions and comments on the issues at hand. Particularly with this group of students, ~~the~~ facilitator must be sensitive to providing sufficient verbal and non-verbal support, encouragement, and reinforcement of student contributions. By doing so, the facilitator not only reinforces the students who contribute their opinions but also facilitates the development of a psychologically safe climate for the group.

Modification:

Getting Acquainted. The following suggestions change some of the directions for the index card:

1. Students are asked to write three adjectives rather than three positive adjectives which are self-descriptive. If students with low self-esteem were asked to write three positive adjectives, some students might have a great deal of difficulty with such a task. If so, the task might elicit feelings of impending failure, thus compounding their negative self-images. Furthermore, forcing expression of positive attributes for which the students feel no real ownership precludes recognition of the core of the problem, self-deprecating "self-talk."
2. Students are asked to write the one belief that they believe to be most true about themselves rather than the personal quality viewed as being helpful in a job situation. This alteration provides the basis for the introduction to Super and his theory of occupational choice and to the definition of self-concept as a system of beliefs about self.
3. Students are asked to write not only the person most admired but also the occupation of that person. This modification is used later in the session in the explanation of the relationship between self-concept and occupational choice.

Following the small group interaction, additional "air time" is built in to provide students with an opportunity to share with the entire group.

Students are asked to share with the group the person whom they admire most and that person's occupation. Focusing on the person and career identified by the first student who volunteers, the group is asked to identify the self-beliefs that they think a person in such a career might believe to be true about himself/herself. Through this process, students recognize the relationship between beliefs about self and occupation or career choice by formulating "hypotheses" about an individual's self-concept on the basis of a knowledge of her occupation or career.

This process should be repeated several times so that students can begin to observe the differences in self-beliefs that are identified with a variety of careers. For example, if a student identifies someone who is a trial lawyer, students hypothesize that the individual must believe himself/herself to be an individual skilled in communication and debate, whereas hypotheses set forth for individuals in the natural sciences include self-beliefs reflecting mathematical skills. Frequently, students consistently identify that a belief in oneself or self-confidence must be one of the individual's self-beliefs regardless of the individual's occupation. If self-confidence emerges from the group discussion as a common self-belief, the facilitator has the opportunity to discuss with the students the relationship between self-confidence and success in one's occupation or career.

Students are asked to share their "fantasy" careers with the group. Since such sharing requires a relatively high degree of risk, students may be reluctant and should not be pressed. For each student who does share her career fantasies, the group generates a list of hypothesized beliefs. After the list is complete, the student is asked to review each belief and identify those which in fact are consistent with her own beliefs about herself. This process provides the opportunity for students to test their hypotheses regarding the relationship between specific occupations or careers and personal belief systems.

☐ ACHIEVING SUCCESS (Session I)

Modification:

Sharing Expectations. The list of the group's goals should be retained for use midway in the program and at the end as an indication to you and the participants of the progress that was made in meeting the group's expectations.

Since Project Choice is a program for talented females, students assigned to the Achieving Success group may have questions as to why they were selected, especially since they are likely to have low scholastic standings. The selection criteria can be presented at this time as a response to questions suggested. Emphasis can be given to such criteria as athletic ability, involvement in extracurricular activities and work experience, etc. Those students with high scholastic ability and a low grade point average are likely to have been told repeatedly that they are not achieving up to their potential; therefore it might be useful to confront this situation openly with the following question:

"DO YOU AGREE THAT YOUR GRADES AREN'T AS

HIGH AS THEY SHOULD BE?"

If the response is "Yes" or "Probably," the follow-up discussion can explore with the participants what can block people's academic achievement. When the response is "No," it can be pointed out to those participants that students sometimes may channel their energy into developing other areas of interest, such as sports or hobbies, and that the development of these skills and interests might also be useful in helping to make career choices.

The concluding point to this discussion should be that while the participants may not have strong motivation to work toward academic success, they all recognize that a good academic record is an important asset for reaching goals in either college or employment. The question they can ask themselves is:

"WHAT ARE MY ALTERNATIVES?"

Vowing to "work harder" seldoms succeeds for very long. It is difficult for any person to change habitual behavior patterns. While this program will offer them a way to help themselves to achieve academic and career goals, the choice is up to them.

Each participant must decide for herself whether she will try to increase her options for achieving success.

△ ASSERTING ONE'S SELF (Session I)

Modifications:

Getting Acquainted. Refer to the goals in the Asserting One's Self Introduction in addition to briefly explaining the purpose of the program.

For example, you might say: In addition we will also focus on how becoming more assertive can help us achieve our career goals.

Sharing Expectations. The following discussion of assertiveness goals is added at the end of "Sharing Expectations." Briefly explain assertiveness and assertiveness training.

> "NOW LET US THINK ABOUT THE ASSERTIVENESS GOALS OF THIS GROUP. EACH ONE OF YOU HAS CHOSEN THIS GROUP OR HAS BEEN CHOSEN FOR IT BECAUSE YOU PERHAPS FEEL THAT YOU WOULD LIKE TO BE MORE ASSERTIVE IN SOME SITUATIONS. LET'S GO AROUND AND HAVE EACH PERSON MENTION ONE SITUATION IN WHICH SHE WOULD LIKE TO BECOME MORE ASSERTIVE. IF YOU CANNOT DECIDE ON A PARTICULAR SITUATION, I WOULD LIKE TO HEAR YOUR THOUGHTS ON HOW NON-ASSERTIVE BEHAVIOR IS RELEVANT TO YOU AND YOUR LIFE RIGHT NOW."

Things To Do

> "IN ADDITION, I WOULD LIKE YOU TO READ CHAPTER I OF PAMELA BULLER'S BOOK, SELF-ASSERTION FOR WOMEN. THAT CHAPTER, WHICH

IS ONLY 18 PAGES, WILL GIVE YOU SOME IDEAS ABOUT WHY WOMEN BECOME NON-ASSERTIVE. YOU CAN FIND IT AT THE LIBRARY OR IN A BOOKSTORE. PERHAPS SEVERAL OF YOU COULD SHARE ONE COPY. I ALSO HAVE A COPY THAT YOU CAN TAKE TURNS BORROWING."

Write on newsprint:

Pamela E. Butler. Self-Assertion for Women.
New York: Harper and Row, 1976.

COPING WITH SUCCESS (Session I)

Suggestion:

Sharing Expectations. Group leader should be alert for expectations which relate to the varieties of fear of success themes as described in the General Introduction.

The two basic areas of difficulty in coping with success are (1) overcoming stereotyped notions that women cannot or should not achieve as well as men, and (2) fears of the future and of making a wrong decision. When students mention expectations which relate to these areas, the leader responds by mentioning in a general way that the program will deal with these things.

For example, the leader might respond, "We are going to . . .

-- work on expanding our ideas of what kinds of work women can do."

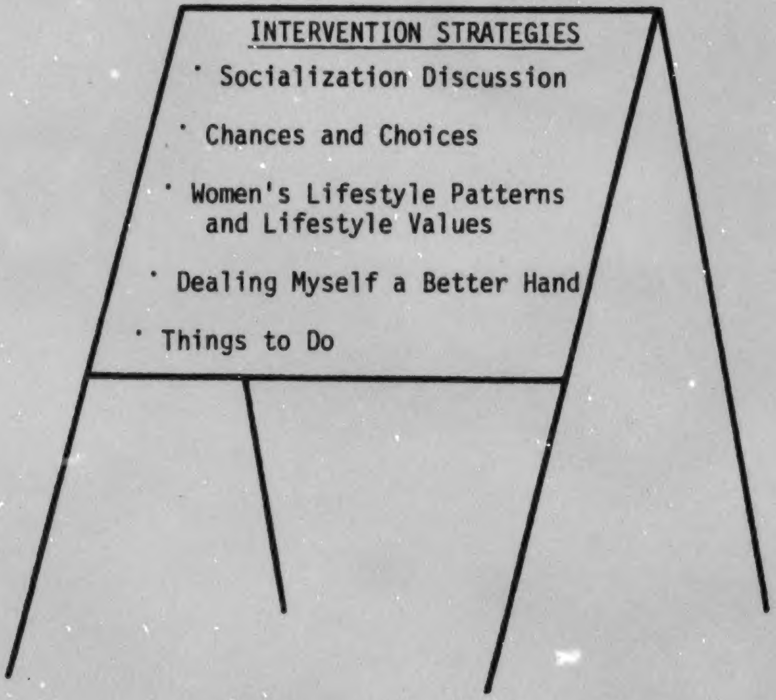
-- talk about having a marriage and career if you want both."

-- have a chance to figure out what you really want to do."

SESSION II--

WOMEN'S MANY OPTIONS

SESSION II--WOMEN'S MANY OPTIONS



INTERVENTION STRATEGIES

- Socialization Discussion
- Chances and Choices
- Women's Lifestyle Patterns and Lifestyle Values
- Dealing Myself a Better Hand
- Things to Do

- Socialization Discussion explores the connections between women's socialization and the preponderance of women in poorly paid, low-status jobs.

- Chances and Choices presents a card game designed to stimulate young women's thinking about the future and illustrate the importance of planning.

- Women's Lifestyle Patterns and Lifestyle Values introduces the concept that women can choose from a variety of lifestyle patterns which affords the expression of their values.

- Dealing Myself a Better Hand gives participants a chance to take a second look at their choices in the card game.

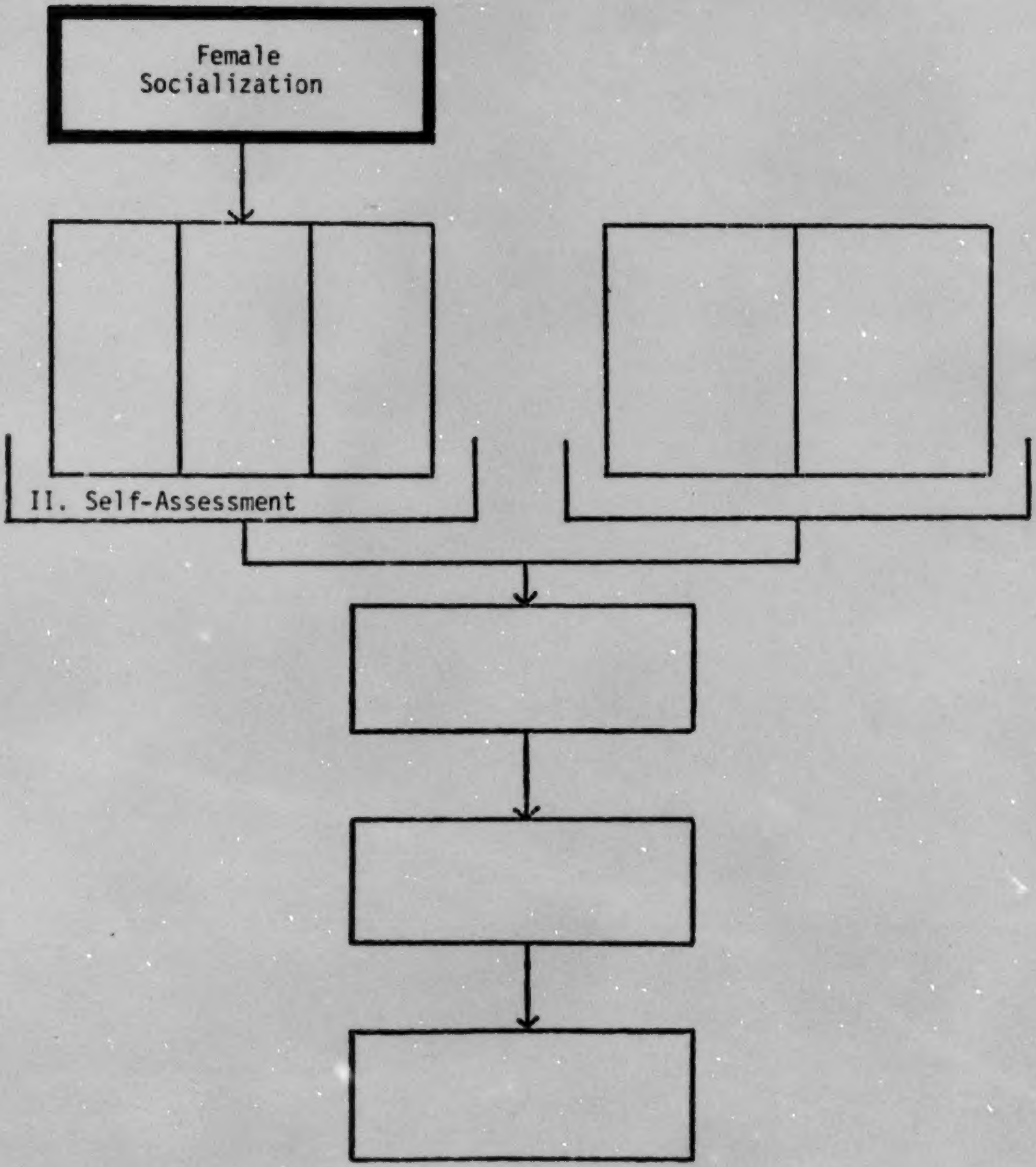
- Things to Do suggests an activity to do before the next session that will stimulate further thoughts about women's lives.

Handouts:

Working Women: Distribution by Occupational Category
Lifestyle Interview
Items for "Chances and Choices Game"
Reading Packet from Previous Session

Materials:

Newsprint with "Old Ideas" written out
3x5 cards (7 for each participant)
Pencils or magic markers
Newsprint, masking tape, watch


Female Socialization
II. Self-Assessment

SESSION II

General Goals: □

1. Participants will learn how women's socialization affects their career aspirations.
2. Participants will experience the effects the lack of planning can have on a person's life.
3. Participants will begin to explore how lifestyles and career choices fit together.
4. Participants will be encouraged to entertain career possibilities they might not have thought of previously due to the limiting influences of socialization.

Introduction: □ ⬡

This session is planned to help young women explore and identify the effects women's socialization has on their own lives and aspirations. The socialization of women in the United States affects the ways women think of themselves, the types of interests they have, the values they hold and the career aspirations they feel free to have. Socialization may also limit the options women feel they can exercise about decisions that affect their lives.

Thus it is important that young women working on career exploration be aware of this socialization process in order to make decisions about whether to accept or modify its effects.

N.B.: *This session could well be expanded to become a workshop or series of seminars on its own. There are other activities about female lifestyles in later sessions which can be used for such a purpose and a resource list also is provided in the bibliography.*

SOCIALIZATION DISCUSSION ○

I. Prescriptive Goals:

A. Participants will understand the connection between women's socialization, and the preponderance of women in poorly paid, low-status jobs.

B. Participants will identify some of the old ideas which keep women from developing successful careers.

C. Participants will learn specific information concerning the differential between women and men in salary levels and types of occupations.

II. Time Needed:

50 minutes

III. Intervention Strategy:

Write the following on large newsprint ahead of time:

△

⬡

A New Look At Old Ideas

A man's place is in the home.

Whatever a man can do a woman can do better.

A wife should let her husband have a job if he wants.

Women should help men with their child rearing responsibilities.

Men should be allowed to attend college if they keep up to date with their housework.

Ask each student to read one idea at a time, pausing to discuss the students' reaction to each one.

N.B.: *The discussion probably will include the recognition that just as these sayings seem funny when stated about men, they are equally* *silly, unfair and limiting when applied to women. It is important at this time to let a variety of points of view be expressed and to establish an atmosphere of tolerance for diversity so that students may feel free to express their real feelings.*

"LET'S TAKE A LOOK AT THE ACTUAL EMPLOYMENT DISTRIBUTION OF MEN AND WOMEN TODAY."

Hand out "Working Women: Distribution by Occupational Category."

Explore and discuss the chart.

"WOMEN'S AVERAGE FULL-TIME EARNINGS ARE 59% OF THE AVERAGE FULL-TIME EARNINGS OF MEN. HOW DO YOU THINK THAT HAPPENED?"

Let participants think this through thoroughly.

If not brought up, suggest some of the following answers:

> *Girls have focused on looking good and being popular and may not have had enough energy left over for career planning.*
>
> *Girls have had the idea that motherhood is a lifetime career. (It only takes 8 to 10 years until two children are in school all day, leaving 30 to 35 years of worklife.)*

You have to do long-range planning to be a doctor, lawyer, engineer, or other well-paid professional.

Because of women's inner ideas about themselves, the old myths have tended to convince young women that marriage would be their happy ending, and discouraged them from taking themselves seriously as people who would earn their living for most of their lives.

"HAPHAZARDLY, WITHOUT PLANNING FOR THE 30 TO 35 YEARS THAT THE AVERAGE YOUNG WOMAN TODAY WILL SPEND WORKING, WOMEN ARE LEFT IN THE UNSKILLED OR LOW-PAYING JOBS AND MAY BE WASTING THEIR TALENTS OR ABILITIES. LET'S TAKE A LOOK AT THE FACT SHEET HANDED OUT AT THE END OF LAST SESSION ABOUT WOMEN'S EMPLOYMENT AND EDUCATION."

Pause.

Discuss with the group using any of the following questions:

In which occupations are women workers concentrated?
What are women's earnings compared to those of men?
What is the proportion of clerical workers to professional workers?

"ANOTHER REASON FOR WOMEN BEING CONCENTRATED IN LOW-PAYING FIELDS IS THAT THEY DO NOT LOOK AT SALARY PROSPECTS. ALSO THEY DO NOT TAKE INTO ACCOUNT THE FIELDS WHERE JOBS WILL BE AVAILABLE. LET'S LOOK AT THE HANDOUT FROM LAST WEEK ON PROJECTIONS FOR FUTURE NEEDS IN CERTAIN OCCUPATIONAL AREAS."

Pause.

Discuss handout "Where the Jobs Will Open Up Over the Next Decade."

Instruct the participants to look up those occupations they are interested in and explore the projections provided.

"TODAY WE ARE GOING TO PLAY A GAME ABOUT PLANNING A LIFE AND FITTING THINGS TOGETHER CALLED 'CHANCES AND CHOICES.'"

CHANCES AND CHOICES ☐

I. Prescriptive Goals:

A. Participants will experience what can happen to an individual's life desires when goals are not set and worked toward with a degree of planfulness.

B. Participants will be stimulated to imagine their futures in a safe and exploratory way.

II. Time Needed:

20 minutes

III. Intervention Strategy:

○ Before the session, a set of cards must be prepared for each group of five or six students. A set consists of eight suits with seven cards in each (a total of 56 cards). The categories are: career (C), education (E), marriage (M), family (F), finances ($), special interests (SI), locations (L), and unanticipated events (UE). There should be one set of cards for each group of five or six participants.

The items have been printed in such a way that they can be duplicated, cut out, and pasted on cards, for as many sets as are necessary. Each category should be covered by one card with the name of the category on top.

> "PROJECT CHOICE FOCUSES ON CAREER DEVELOPMENT AND LIFEWORK PLANNING. LET'S DISCUSS WHAT THAT MEANS. CAREER DEVELOPMENT IS TIED TO OUR PERSONAL AND SOCIAL DEVELOPMENT AND GOES ON ALMOST IN SPITE OF US. THAT'S NOT TRUE FOR LIFEWORK PLANNING. LET'S SEE WHAT HAPPENS IF WE DON'T INCLUDE IT IN OUR DEVELOPMENT AND PERMIT LIFE TO HAPPEN INSTEAD OF MAKING OUR OWN CHOICES."

Pass out seven blank cards and a pen to each student.

> "YOU ARE GOING TO GIVE ANSWERS TO SEVEN

CATEGORIES. LATER I WILL ASK YOU TO TRADE THESE CARDS ONE AT A TIME FOR ANOTHER SET PICKED AT RANDOM.

SOME OF THE CHOICES THAT YOU ARE GOING TO PICK WILL NOT FIT THE REST OF YOUR CARDS VERY WELL AND YOU MAY END UP WITH SOME PRETTY FUNNY COMBINATIONS. BUT WE WILL REALLY SEE HOW CHANCE DOES AFFECT OUR LIVES.

IMAGINE YOURSELF AT AGE 30. TAKE A MINUTE TO SEE YOURSELF AT THAT AGE."

Pause.

"ON THE TOP HALF OF THE FIRST CARD (HOLD IT THIS WAY ▯), WRITE IN A FEW WORDS YOUR IDEAL CAREER AT THAT AGE."

Pause.

"ON THE NEXT CARD, WRITE THE EDUCATIONAL LEVEL YOU EXPECT TO HAVE ATTAINED (E.G., H.S. DIPLOMA, H.S. DIPLOMA AND ONE TO TWO YEARS COLLEGE, B.A., M.A., PH.D., M.D., LAW DEGREE, TECHNICAL DEGREE, LICENSE IN SOME FIELD)."

Pause.

"ON THE NEXT CARD, STATE WHETHER YOU PLAN TO BE MARRIED OR NOT."

Pause.

"ON THE NEXT CARD, WRITE THE NUMBER OF CHILDREN YOU WOULD HOPE TO HAVE IF ANY, AND THEIR AGES WHEN YOU ARE 30. WE ARE ASSUMING FOR NOW THAT IF YOU DO NOT INTEND TO BE MARRIED, YOU DO NOT INTEND TO HAVE CHILDREN."

Pause.

"ON THE NEXT CARD, ESTIMATE THE GENERAL FINANCIAL LEVEL DESIRED AT THAT AGE."

Pause.

"ON THE NEXT CARD, WRITE ANY SPECIAL INTERESTS OR ACTIVITIES YOU ARE PARTICULARLY COMMITTED TO AND HOPE TO CONTINUE DOING OR HOPE TO TAKE UP."

Pause.

"ON THE LAST CARD, WRITE THE LOCATION WHERE YOU WOULD LIKE TO BE LIVING."

Pause.

"FORM GROUPS OF FIVE AROUND A SET OF CARDS PLACED FACE DOWN; ONLY THE NAME OF EACH CATEGORY SHOULD SHOW ON TOP OF EACH SUIT."

Pause.

"HOLDING ALL SEVEN CARDS, PUT DOWN YOUR OWN CAREER CHOICE CARD IN FRONT OF YOU AND PICK ONE UP FROM THAT PILE.

ANSWER THESE QUESTIONS TOGETHER:

"HOW DOES THIS CARD AFFECT THE OTHER GOALS STATED ON THE CARDS YOU HOLD? HOW WOULD YOU FEEL IF THIS REALLY HAPPENED?"

Repeat the process for each category set including unanticipated events.

"KEEP YOUR ORIGINAL CARDS IN FRONT OF YOU."

When all cards have been exchanged, discuss the process using the following:

"COMPARE HOW YOU FELT WHEN YOU WERE CHOOSING YOUR OPTIONS AND WHEN OPTIONS WERE GIVEN TO YOU.

PLEASE KEEP BOTH SETS OF CARDS IN FRONT OF YOU. WE'LL BE LOOKING AT THEM AGAIN IN A FEW MINUTES."

Have the participants remain in their small groups for the next activity.

WOMEN'S LIFESTYLE PATTERNS AND LIFESTYLE VALUES

I. Prescriptive Goals:

A. Participants will expand their definitions of what is possible and appropriate for women.

B. Participants will learn that decisions are best made by conscious choice rather than by default.

C. Participants will achieve closure from the issues raised by the "Choices and Chances" game.

II. Time Needed:

30 minutes

III. Intervention Strategy:

Participants are in small groups of five from the previous activity.

⬡ "LIFE IS A BALANCING ACT: WE ARE CONSTANTLY MAKING CHOICES AND DECISIONS ABOUT WHICH THINGS ARE MOST IMPORTANT TO US AS WELL AS HOW TO DEVELOP AND USE THE ABILITIES WE HAVE. SOME OF THE MAJOR CHOICES FACING YOU ARE TO MARRY OR NOT, HAVE CHILDREN OR NOT, CHOICE OF OCCUPATION, AND CHOICE OF WHAT KIND OF EDUCATION TO PURSUE TO COMPLETE IT. SINCE WE WILL CONCENTRATE ON THE CHOICE OF OCCUPATION NEXT WEEK, TODAY WE WILL WORK ON LIFESTYLE VALUES, AND HOW YOU PUT YOUR DIFFERENT VALUES TOGETHER IN A PATTERN THAT IS RIGHT FOR YOU.

Hand out plain paper.

"FIRST I WOULD LIKE YOU TO STAY TOGETHER IN SMALL GROUPS AND TAKE 10 MINUTES TO WRITE DOWN A LIST OF WHAT EACH OF THESE THINGS CAN BRING YOU THAT IS APPEALING:

1. EDUCATION
2. CAREER
3. MARRIAGE
4. CHILDREN"

Pause five to ten minutes.

"NOW TAKE A COUPLE OF MINUTES TO SHARE THIS WITH YOUR GROUP."

Pause 5 minutes while participants share.

"NEXT LET'S THINK ABOUT PATTERNS AND TIMING. SOME PEOPLE THINK IT IS BEST TO FINISH THEIR EDUCATION AND GET ESTABLISHED IN THEIR CAREER BEFORE MARRYING, OR BEFORE HAVING CHILDREN. MANY OTHERS HAVE HAD THEIR FAMILIES FIRST, AND THEN RETURNED TO COLLEGE WHEN THEIR CHILDREN ARE OLD ENOUGH TO GO TO SCHOOL."

Pause while participants share.

"HIGHER EDUCATION HAS BEEN UNDERGOING TREMENDOUS CHANGES SINCE THE 60'S. IN RELATION TO OUR DISCUSSION HERE TODAY, DID YOU KNOW THAT:

1) THE AVERAGE AGE OF UNDERGRADUATE COLLEGE STUDENTS HAS GONE UP FROM ABOUT 21 TO 27?

2) THE PERCENTAGE OF FEMALES ENROLLED IN INSTITUTIONS OF HIGHER LEARNING HAS RISEN TO 43% OF ALL COLLEGE STUDENTS UNDER AGE 35? IT IS EVEN HIGHER AMONG OLDER STUDENTS.

BOTH THESE FIGURES REFLECT THE VERY HIGH NUMBER OF OLDER STUDENTS RETURNING TO SCHOOL AFTER MANY YEARS' ABSENCE. THIS DEMONSTRATES HOW NEW CHOICES CAN STILL BE MADE LATER IN LIFE TOO - THERE IS LIFE AFTER HIGH SCHOOL! HOWEVER, MANY CAREERS WHICH REQUIRE LONG YEARS OF TRAINING ARE BEST PLANNED FOR RIGHT AWAY, WHILE YOU ARE IN HIGH SCHOOL. IF MARRIAGE AND CAREER ARE IN YOUR PLANS, THEN HERE ARE TWO EXAMPLES FROM THE MANY PATTERNS AVAILABLE. THINK ABOUT EACH FOR A COUPLE OF MINUTES AND SHARE WITH YOUR GROUP WHICH PATTERN YOU PREFER:

EDUCATION - CAREER - MARRIAGE - CHILDREN
OR
MARRIAGE - CHILDREN - EDUCATION - CAREER

DO YOU KNOW PEOPLE WHO ARE EXAMPLES OF THESE PATTERNS? HOW DO THEIR LIVES SEEM TO YOU, IN TERMS OF THE SATISFACTION THEY RECEIVE?"

Pause - encourage answers.

"WHAT ABOUT CHILDREN? SOME PEOPLE NOWADAYS

DECIDE NOT TO HAVE CHILDREN BECAUSE THEY PREFER TO DEVOTE THEIR ENERGIES TO CAREER, PARTNER, OR TO SPECIAL INTERESTS.

WHAT IS YOUR PREFERENCE?

HOW MANY (IF ANY) CHILDREN DO YOU THINK YOU MIGHT LIKE TO HAVE?"

Pause for answers.

"NOWADAYS THERE ARE DIFFERENT PATTERNS OF CHILDREARING. SOME MOTHERS WORK PART-TIME WHEN THEIR CHILDREN ARE YOUNG. SOME MOTHERS AND FATHERS SHARE THE CARE OF THEIR CHILDREN, AND BOTH WORK HALF TIME SO THEY CAN HAVE THE TIME TO SPEND WITH THEIR CHILDREN.

WHAT ARE YOUR THOUGHTS ABOUT COMBINING PAID WORK AND CHILDREARING?"

Pause for answers.

"SOME OF US ARE VERY AMBITIOUS AND GET A GREAT DEAL OF PLEASURE FROM CAREER CHALLENGES; OTHERS FIND CLOSE RELATIONSHIPS MOST IMPORTANT AND PREFER TO INVEST IN FRIENDSHIPS RATHER THAN IN 'GETTING AHEAD' IN THE WORLD.

WHAT KIND OF BALANCE OF WORK AND PLAY DO YOU LIKE IN YOUR LIFE RIGHT NOW?"

Pause for answers.

It is very important throughout this discussion to keep the tone light, exploratory, and "just suppose" in attitude. Young women of this age can feel very threatened if they think they are expected to have made decisions. Therefore it is important to reassure them repeatedly that they are discussing possibilities, are "playing" and definitely are not expected to be able really to decide what their lives will be like far into the future.

DEALING MYSELF A BETTER HAND ☐

I. Prescriptive Goal:

Participants will reevaluate their career and life goals in light of their awareness of female lifestyle patterns.

II. Time Needed:

10 minutes

III. Intervention Strategy:

"NOW THAT WE HAVE HAD A CHANCE TO CONSIDER SOME OF THE LIFESTYLE PATTERNS OPEN TO US, LET'S PLAY WITH SOME OTHER POSSIBLE CHOICES. PICK UP YOUR ORIGINAL SET OF CARDS AND LOOK AT THEM ONCE MORE. NOW FEEL FREE TO USE ANYTHING YOU WANT ON ANY OF THE CARDS, ON EITHER YOUR ORIGINAL CARDS, OR MAKE NEW ONES, AND COMPILE A SET TO YOUR LIKING. PLEASE DO NOT WRITE ON THE TYPED SET OF CARDS."

Pause. Have extra blank cards available.

"LET'S SHARE BRIEFLY WHAT YOU CHANGED AND WHY."

Pause for discussion.

THINGS TO DO ☐

I. Prescriptive Goals:

Participants will experience the direct applications of the materials by interviewing a woman and applying the career development model and information about alternative lifestyles to this person's life.

II. Time Needed:

5 minutes to introduce the task.

Suggest 30 minutes to complete at home.

III. Intervention Strategy:

○ Ask each student to interview one woman they know, using the form given. Hand out Lifestyle Interview form.

△ *Suggest that this is an opportunity to find out how someone they know looked at her life when she was their age, and what choices she later made and why.*

Handouts for Session II

Working Women: Distribution by Occupational Category 151

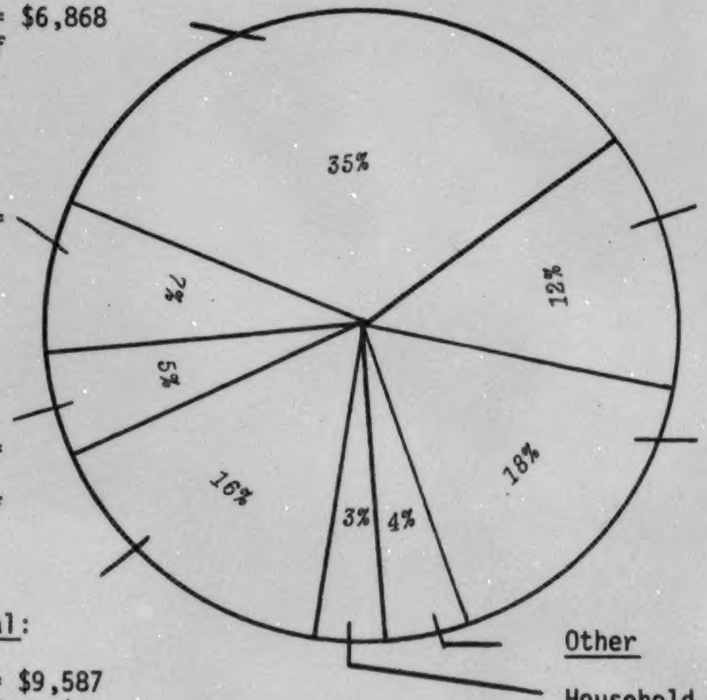
Items for Chances and Choices Game 153

Lifestyle Interview 158

PROJECT CHOICE

Working Women: Distribution by Occupational Category*

I. Women as a Percentage of Employed Population and Their Income Relative to Men's Income (1975)



Clerical Workers:
78% of workers are women
Women's annual earnings = $6,868
Women's earnings = 60% of men's earnings

Sales Workers:
62% of workers are women
Women's annual earnings = $5,114
Women's earnings = 41% of men's earnings

Managerial:
19% of workers are women
Women's annual earnings = $9,195
Women's earnings = 59% of men's earnings

Professional and Technical:
40% of workers are women
Women's annual earnings = $9,587
Women's earnings = 66% of men's earnings

Skilled Industrial Workers:
31% of workers are women
Women's annual earnings = $5,848
Women's earnings = 58% of men's earnings

Service Workers:
58% of workers are women
Women's annual earnings = $5,206
Women's earnings = 60% of men's earnings

Other

Household Workers

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*Source: U.S. Department of Labor, Women's Bureau, Women workers today. Washington, D.C.: U.S. Government Printing Office, 1976.

II. Women as a Percentage of Total Professional and Technical Workers, 1970.*

20% of all accountants are women
4% of all architects are women
7% of all chemists are women
2% of all dentists are women
90% of all dietitians are women
10% of all economists are women
10% of all mathematicians are women
5% of all lawyers and judges are women
7% of all physicians are women
4% of all physicists are women
25% of all psychologists are women
25% of all public relations workers are women
99% of all registered nurses are women
75% of all speech pathologists and audiologists are women
33% of all statisticians are women
2% of all veterinarians are women
85% of all elementary teachers are women
Less than 1% of all civil, electrical, and industrial engineers are women

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*Source: U.S. Department of Labor, 1974.

PROJECT CHOICE

Items for Chances and Choices Game

Reproduce as many copies as necessary. Cut out and paste each item on a separate 3x5 card. Each game set consists of seven categories with seven items in each plus a title card per category. Each small group will need one complete set.

Each item has the initial of its category to simplify reconstituting the decks for use at another time.

Unforeseeable Events	UE Your husband has been laid off. Prospects for employment in his field do not look very good.
UE You have just won the State Lottery.	UE Your youngest child is seriously ill and will need long-term hospital and nursing care.
UE Your husband has just died of a heart attack, leaving you with no insurance.	UE Your house has been destroyed by a flash flood which is not covered by your insurance policy.
UE Your widowed parent comes to live with you.	UE Your grandmother left you $15,000 in her will.

Career	C Computer Programmer
C College Professor	C Drama Coach
C Stock Clerk	C Beautician
C Bank Loan Officer	C Recreation Worker
Education	E The promotion you want entails a number of courses at the local university. The program is full-time only.
E The one program you really want to get into is filled.	E You chose not to go to school beyond high school.
E You quit school after two years of college and don't want to go back.	E You have completed three years of college. Your husband is being transferred to a small town. The closest college or university is 63 miles away.

E You have decided to go back to school and continue your education.	E You have the opportunity for a good job but the initial training period of 18 months is only at half pay.
Marriage	M You were married six months ago. Your new husband is just starting medical school.
M You have decided not to marry.	M Your husband's job requires that your family relocate every twelve to eighteen months.
M Your husband wants to go back to school to pursue his education. It will take him two years of full-time study.	M Your husband needed your help to set up his practice. You have worked for three years at a job not in your field.
M Your husband thinks a mother should be at home while the children are small.	M Your husband has left you a note saying he has left you.
Family	F You have six children
F You have been home two months with your new baby and decide you want to stay home longer. Your maternity leave is almost over.	F You have no children

F Your children are eight and six. One is due in February.	F You married young and have two children now aged 10 and 11.
F You and your husband have decided not to have children.	F You and your husband cannot have any children.
Finances	$ There is an oversupply of people in the field you have trained for. You can choose to work for a low salary in your chosen field, or to go into another field that is better paid but less interesting to you.
$ You want to stop working and have a family. Your friends tell you that you are crazy to give up your $25,000-a-year job.	$ Because of outstanding debts, you must declare bankruptcy.
$ You moved up rapidly and at good salary in the small company you work for. Now the company is folding.	$ You've just received a substantial raise.
$ You and your husband depend on your income for summer vacations, car payments, and the mortgage. You have just lost your job.	$ You and your husband have not saved enough for that first house you want to buy.
Special Interests	SI You have worked hard for your local political party. Recognition is beginning to come your way.

SI You teach Slovenian folk dancing in your local community.	SI Bowling is your game.
SI You have always looked forward to being part of a suburban orchestra.	SI You have a real passion for ballet.
SI Skiing is your favorite sport.	SI Exotic oriental cooking is your special skill.
Location	L A large city on the West Coast.
L A small farming community (8,000) in the Midwest. The closest community college is 35 miles away.	L A medium size city (750,000) in the South.
L A small town (60,000) in the Southwest, populated mostly by ranchers.	L A large industrial metropolitan area of the midwest.
L A small town on the Alaskan coast. The pipeline and lumber are the major industries.	L Saudi Arabia

PROJECT CHOICE

Lifestyle Interview

1. What is this person's lifestyle pattern so far?

2. What choices and chances made that pattern occur?

3. What was her ideal career at age 16?

4. What is she doing now?

5. If the answers to question #3 and #4 are not the same, what made her change her mind?

6. How does she feel about what she is doing?

7. What suggestions does she have for young women of your age?

8. Can you identify women's socialization patterns that affected her decisions? Describe them.

9. What new ideas did you get from interviewing this person?

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Special Group Changes for Session II

Defining and Valuing One's Self 161
Achieving Success 169
Asserting One's Self 183
Coping with Success 185

○ DEFINING AND VALUING ONE'S SELF (Session II)

Modifications:

Chances and Choices. After the students have completed their own set of seven cards descriptive of their life situation at age thirty, discuss with them the ways in which their various choices reflect their own personal self-beliefs. Through such a review and discussion, students have the opportunity to identify the ways in which a person's self-beliefs are reflected not only in one's own occupational or career choices but also in other dimensions or areas of one's lifestyle.

Things to Do. Four additional questions should appear on the interview form:

9. What beliefs does she seem to have about herself?
10. How does her current career, occupation, or lifestyle reflect her beliefs about herself as an individual?
11. What were some of her self-beliefs when she was your age?
12. How, if at all, did these beliefs change over the years? What career or lifestyle decisions contributed to the noted changes in her self-beliefs?

Addition: Identifying the Positive

I. Prescriptive Goal:

Participants will identify at least one achievement or successful experience that they had during the week.

II. Time Needed:

5-10 minutes at the very beginning of the session

III. Intervention Strategy:

This whole group activity serves as a "warm-up" activity in that all group participants have the opportunity or specific invitation to share at least one of their successful experiences with the group.

> "WE HAVE FOUND THAT PEOPLE FREQUENTLY BECOME SO INVOLVED IN THE DAY-TO-DAY DEMANDS, ACTIVITIES, SOCIAL ENGAGEMENTS, AND SO FORTH THAT THEY FREQUENTLY DO NOT TAKE TIME TO RECOGNIZE, LET ALONE ENJOY, THE SATISFACTION OF THEIR DAILY ACCOMPLISHMENTS AND SUCCESSES. THEREFORE, I'D LIKE EACH OF YOU TO TAKE A FEW MINUTES TO THINK BACK UPON YOUR EXPERIENCES OF LAST WEEK AND IDENTIFY AS MANY SUCCESSES OR ACHIEVEMENTS AS YOU HAVE EXPERIENCED. FOR EXAMPLE, 'I COMPLETED ONE SECTION OF A REPORT THAT I HAVE TO WRITE. FOR ME, THAT WAS QUITE AN ACCOMPLISHMENT.'"

Pause.

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For many students, identifying even one success or achievement is difficult. Frequently, the cause of the difficulty lies in the fact that their standards and self-expectations are so high that only an Olympic Gold Medal or a Nobel Prize are recognized or viewed as evidence of success. Such an activity as this also may run counter to social mores in that sharing one's successess violates the valued appearance of humility and may be interpreted as "bragging." Therefore, encouragement and support must be provided for such sharing. If students appear to be extremely slow to volunteer, it may be helpful to discuss with the group exactly why the activity is so difficult.

Addition: Socialization, Personal Attributes and Career Choice

I. Prescriptive Goals:

A. Participants will identify common trends in career choice from exploration of their parents' current careers.

B. Participants will identify the relationship between socialization, sex-role stereotypic attributes, and career selection.

II. Time Needed:

15-20 minutes

III. Intervention Strategy:

This whole-group activity provides a linkage between socialization, the sex-role stereotypic attributes assigned and assumed by individuals in the course of socialization, and the limiting effects that such sex-role stereotypic self-perceptions have on career selection.

"THROUGHOUT THE PROGRAM, WE WILL BE EXPLORING A WIDE VARIETY OF CAREER OPPORTUNITIES. BEFORE WE BEGIN THIS EXPLORATION, LET'S LOOK AT SOME CAREER CHOICES THAT HAVE BEEN MADE BY OTHERS. I'D LIKE EACH OF YOU TO SHARE WITH THE GROUP THE OCCUPATIONS OR CAREERS OF YOUR PARENTS."

Pause.

Prepare a sheet of newsprint with two columns, one labeled "mother" and one labeled "father."

"LET'S BEGIN BY GOING AROUND THE GROUP WITH EACH OF YOU SHARING WITH US WHAT YOUR FATHER'S

OR GUARDIAN'S OCCUPATION OR CAREER IS."

As each participant identifies her father's occupation or career, list each occupation in the appropriate column.

"NOW LET'S IDENTIFY THOSE CAREERS OR OCCUPATIONS THAT YOUR MOTHERS OR GUARDIANS ARE ENGAGED IN CURRENTLY."

Again, list in the appropriate column each occupation that is mentioned.

When completed, the lists will in all likelihood reflect two generalizations. First, the majority of the participants' mothers will be full-time housewives. Second, those mothers who are employed outside the home will be employed for the most part in two or three traditionally female occupations, such as teaching and secretarial work, while the list of fathers' occupations will reflect a wide variety of occupational fields and levels.

"I'D LIKE EACH OF YOU TO EXAMINE THE TWO LISTS THAT WE HAVE DEVELOPED. WHAT SIMILARITIES, DIFFERENCES, OR TRENDS CAN YOU OBSERVE?"

Using the discovery learning method, additional questions can be raised until the observed generalizations are identified.

"TO UNDERSTAND WHY SUCH DIFFERENCES EXIST BETWEEN THE TWO LISTS, IT WILL BE HELPFUL TO TRY TO IDENTIFY WHAT SOCIAL FORCES OR PRESSURES WERE OPERATING WHEN YOUR PARENTS WERE YOUR AGE AND WHICH ARE STILL, ALTHOUGH TO A LESSER EXTENT, OPERATING TODAY. ONE OF THE STRONGEST FORCES CONSISTED OF MESSAGES COMMUNICATED TO YOUR PARENTS REGARDING WHAT CHARACTERISTICS OR QUALITIES WERE APPROPRIATE

FOR WOMEN AND WHICH WERE APPROPRIATE FOR MEN. YOU MAY HAVE RECEIVED SIMILAR MESSAGES OR MAY AT LEAST BE AWARE THAT SUCH MESSAGES EXIST. I'D LIKE FOR EACH OF YOU TO THINK FOR A MINUTE ABOUT ALL THOSE QUALITIES THAT MEN ARE SUPPOSED TO POSSESS AND ABOUT THOSE QUALITIES WHICH WOMEN ARE SUPPOSED TO POSSESS."

Pause.

While participants are thinking of sex-role stereotypic attributes, a sheet of newsprint with two columns, one column labeled "women" and one column labeled "men," can be prepared.

"NOW, LET'S SEE HOW MANY QUALITIES, CHARACTERISTICS, ETC., WE CAN LIST FOR WOMEN."

As participants spell out traditionally feminine characteristics or traits such as "gentle," "emotional," and so forth, list each attribute mentioned.

"LET'S DO THE SAME FOR MEN."

Again, list all qualities identified as being specifically characteristics of men, such as "competitive," "logical," "intelligent," and so forth.

It may be necessary to interject additional questions in order to obtain two complete lists of sex-role stereotypic characteristics.

"GIVEN THESE TWO LISTS, I WOULD LIKE TO SELECT A SPECIFIC CAREER AND HAVE YOU HELP ME TO IDENTIFY FROM THESE TWO LISTS THOSE PERSONAL CHARACTERISTICS WHICH WOULD BE ESSENTIAL IF ONE WERE TO PURSUE AND SUCCEED IN THIS PARTICULAR CAREER. LET'S TAKE ENGINEERING FOR OUR FIRST EXAMPLE. WHICH CHARACTERISTICS OF THOSE WE

HAVE LISTED WOULD BE REQUIRED FOR ENTERING AND SUCCEEDING IN ENGINEERING?"

Given participant knowledge of sex-role stereotypic characteristics and stereotypic perceptions of various careers, participants will conclude that many more "masculine" characteristics, rather than "feminine" characteristics, are related to or are central to a career in engineering. It will be helpful to continue using a few additional careers and repeat the process of identifying which stereotypic attributes appear to be central to each career. At least one traditionally female occupation, such as teaching or nursing, should be included so that participants can make comparisons between attributes or characteristics associated with traditionally male occupations and those associated with traditionally female occupations.

"WHAT WE HAVE OBSERVED IS THAT, AS A RESULT OF SOCIALIZATION AND SOCIETY'S MESSAGES, CERTAIN ATTRIBUTES OR CHARACTERISTICS ARE STEREOTYPICALLY ASCRIBED TO EITHER MEN OR WOMEN. AS WOMEN ARE EXPOSED TO SUCH MESSAGES REGARDING WHAT WOMEN SHOULD BE LIKE AND WHAT MEN SHOULD BE LIKE, THEY LEARN TO EXHIBIT THOSE SEX-APPROPRIATE BEHAVIORS AND BEGIN TO PERCEIVE THEMSELVES AS BEING "EMOTIONAL," "KIND," "NON-COMPETITIVE," "NEAT," AND SO FORTH. AS WE OBSERVED, THE SEX-ROLE-APPROPRIATE CHARACTERISTICS ATTRIBUTED TO WOMEN ARE ASSOCIATED WITH FEW CAREERS, THOSE CAREERS WHICH HAVE TRADITIONALLY BEEN DOMINATED BY WOMEN SUCH AS ELEMENTARY TEACHING, NURSING, SECRETARIAL WORK, ETC. A WOMAN MIGHT HESITATE TO ENTER THE FIELD OF AUTO MECHANICS

SIMPLY BECAUSE THE TYPE OF WORK AND THE WORKING CONDITIONS MIGHT BE INCONSISTENT WITH HER SELF-PERCEPTIONS DESPITE THE FACT THAT SHE HAS A RELATIVELY HIGH DEGREE OF MECHANICAL ABILITY. SIMILARLY, CHARACTERISTICS ASSOCIATED WITH A WIDE VARIETY OF CAREERS ARE INCONSISTENT WITH THESE CHARACTERISTICS STEREOTYPICALLY ASSIGNED TO WOMEN. SINCE OUR SOCIALIZATION EXPERIENCE HAS TAUGHT US ALL TO VIEW OURSELVES IN SEX-ROLE STEREOTYPIC WAYS TO VARYING DEGREES, LET'S LOOK MORE CLOSELY AT THE SOCIALIZATION PROCESS AND THE SOURCES THAT TELL US WHAT THE IDEAL WOMAN SHOULD BE LIKE."

Now proceed with the "Socialization Discussion."

Wherever possible, it is important to take the opportunity to stress the ways in which the socialization process influences one's self-perceptions and that society's messages gradually become assimilated into the individual's self-concept.

☐ ACHIEVING SUCCESS (Session II)

Additions:

General Goals:

2. Participants will assess their own abilities and interests and relate them to possible career options. (See General Goal 2, Session III).

3. Participants will begin to understand how their behavior patterns may be related to the degree of responsibility they assume for themselves.

4. Participants will begin to develop goal-setting skills.

Introduction:

In addition to introducing the effects of women's socialization influences, this session provides participants with the opportunity to increase self-awareness in two areas: 1) their levels of abilities and interests and 2) their habitual strategies in goal-setting situations.

N.B.: *The Intervention Strategy for the Abilities Self-Assessment is found in Session III, General Goal 3, and is used as the first activity of Session II for this special group (see page 203).*

The Goal-Setting Activity is designed to demonstrate to participants how they generally act in a goal-setting situation. Persons with a low level of achievement motivation are more likely to leave outcomes to chance or to use unrealistic strategies; unrealistic strategies are those that make goal success either too easily attained (little or no chance for failure) or too difficult to achieve reasonably. In either case, the strategy does not allow realistic testing of their ability. Persons with a higher level of achievement motivation generally set goals of moderate risk, goals with about a 50 percent chance of success.

The final goal for this session is to help participants take a step toward assuming more control over their activities by setting a short-range goal to be reached by the next session.

Handouts:

Abilities Self-Assessment.
Goal-Setting Scoring Table.
Goal-Setting Record Sheet.
Setting a Goal.

Materials:

Dart game with 5 scoring possibilities and 4 darts.
Two oversized dice, throwing cup, and container in which to toss dice (low-sided box).

Addition: Abilities Self-Assessment

Use the activity by the same name described in Session III.

Addition: Goal-Setting Activity

I. Prescriptive Goals:

1. Participants will become aware of the differences between leaving outcomes to chance and taking responsibility for their actions.

2. Participants will become aware of two strategies common to high-achievement-motivated persons: (1) the use of feedback to modify actions and (2) moderate risk taking.

II. Time Needed:

30 minutes

III. Intervention Strategy:

This exercise demonstrates the differences between leaving success to chance and taking personal responsibility for what happens.

The discussion following the exercise is an opportunity to illustrate the feelings aroused when a person is responsible for events versus success achieved by chance. Examples drawn from the participants or case studies of changes achieved by self-initiation can reinforce the concept that successful achievers are initiators, self-starters, and organizers.

Succeeding experiences should offer the participants more and more opportunities to take personal responsibility and initiative. These situations cannot be used by the facilitator to direct the participants to take the initiative, of course, but you should be alert to identifying and reinforcing these efforts.

"NO MATTER WHAT CAREER YOU MAY EVENTUALLY DECIDE TO ENTER, MANY OF THE ACTIVITIES YOU ARE ENGAGED IN NOW MAY BE USEFUL LATER IN YOUR LIVES. THIS IS TRUE ALSO OF THE STRATEGIES YOU USE NOW TO REACH GOALS. WE ARE GOING TO PLAY TWO GAMES WHICH WILL SHOW YOU WHAT I MEAN. AFTER THE GAMES, WE WILL DISCUSS

HOW EACH OF US FELT IN BOTH GAMES AND HOW WE

REACTED TO OUR SUCCESSES AND FAILURES."

Hand out a Goal-Setting Scoring Table and a Goal-Setting Record Sheet to each student.
Divide group in two. Half will throw darts first while the others throw dice. Then switch games for each group.

Rules:

Darts are thrown from a distance of 12 feet. The target is hung five feet high at the center.

Each player determines her goal before the play (toss of a dart or throw of the dice). If a player reaches or betters her bid, she receives her bid. If she does not reach her bid, no points are received.

Players can change their bid at each round.

Players can choose to compete with others in the game or improve their own scores. They also have the opportunity to select moderate risk goals (30-70%). Players may also use their performance on the first round to adjust their goal on the following round (using feedback to modify actions).

Rounds:

Play two rounds. Each player has four dart tosses or four dice throws per round. Before her turn, a player states her goal and it is recorded. Results for each throw are also recorded on the Goal-Setting Record Sheet. Duplicate two copies, one for dice toss and one for darts. Post the Goal-Setting Scoring Table as a goal setting guide or duplicate one for each participant.

After all rounds are completed bring the entire group back together for discussion. Be sure to allow each participant to share her reactions to the extent she desires.

"WHICH DID YOU LIKE BETTER, THE DARTS OR DICE? WHY?"

Pause for discussion.

"HOW DID YOU DECIDE ON YOUR GOALS? DID YOU CHOOSE

EASY OR HARD GOALS?"

Pause for discussion

"WHAT MADE YOU DECIDE TO CHANGE YOUR GOALS OR NOT TO CHANGE THEM?"

Pause for discussion.

"IN OTHER SITUATIONS IN YOUR LIFE, WHEN YOU HAVE THE CHOICE, DO YOU USUALLY ACT THE SAME WAY AS YOU DID IN THESE GAMES?"

Pause for discussion.

"PERSONS WHO ARE HIGHLY SUCCESSFUL IN REACHING THEIR GOALS WOULD BE VERY UNCOMFORTABLE IN THE DICE GAME BECAUSE THERE IS NO WAY TO CONTROL THE DICE. IN THE DART GAME, THESE PEOPLE WILL SELECT A GOAL THAT THEY FEEL THEY HAVE A 50-50 CHANCE OF REACHING, AND WILL ADJUST THEIR GOAL UP OR DOWN AFTER EACH ROUND TO KEEP THEIR CHANCE LEVEL AT ABOUT 50 PERCENT. THERE ARE TWO CHARACTERISTICS TO KEEP IN MIND. IF YOU ARE WILLING TO TAKE A MODERATE RISK, YOU ARE CHALLENGING YOURSELF REALISTICALLY AND STRENGTHENING YOUR LEVEL OF MOTIVATION. YOU CAN MAINTAIN THIS LEVEL OF RISK BY ADJUSTING YOUR GOALS ACCORDING TO THE FEEDBACK YOU GET

AS YOU WORK TOWARD A GOAL.

IF YOU WANT TO BEGIN DEVELOPING THIS BEHAVIOR,

YOU CAN START IN OUR NEXT ACTIVITY."

Goal-Setting Scoring Table

Each player has four throws per round of either dice or darts. Before each round, a player must set a goal of how many points she wants to score. Use this table to determine your goals. Set one goal for each round of five throws.

TABLE

Points	Risk	Dart Score	Dice Score
100	3%	120	4 on one die and 2 or 3 on other.
85	20%	100	4 on one die.
70	32%	80	2 or 4 on one die.
50	50%	60	2, 4, 6 on one die.
30	67%	40	2, 3, 4, 5, or 6 on one die.
15	80%	20	2, 3, 4, 5 or 6 on one die or 3, 4.
5	90%	Hit the board	5 or 6 on other die.

Goal-Setting Record Sheet

Goal
Results

Rounds

Names	Bid	1	2	3	4	Total

Addition: Setting a Goal

I. Prescriptive Goal:

Participants will learn to write a clearly defined goal.

II. Time Needed:

15 minutes

III. Intervention Strategy:

N.B.: Before using this strategy, read Theory of Goal-Setting Process, which is found at the end of this activity.

> "ONE OF THE MOST EFFECTIVE WAYS OF STRENGTHENING OUR MOTIVATION IS TO HAVE A CLEAR IDEA OF WHAT IT IS WE WANT TO ACCOMPLISH. TAKE A MINUTE AND THINK ABOUT SOMETHING YOU WOULD LIKE TO ACHIEVE BY NEXT WEEK. IT COULD BE AN ASSIGNMENT, A BOOK TO READ, OR ANYTHING THAT CAN BE REASONABLY ACCOMPLISHED BY OUR NEXT MEETING."

Pause.

Hand out Setting a Goal
To facilitate group involvement, you should plan to set your own short-term goal as the participants set theirs.

> "BEFORE YOU BEGIN TO WRITE DOWN YOUR GOAL, LET'S DISCUSS THE FOUR QUESTIONS. A GOAL SHOULD BE WHAT YOU WANT TO ACHIEVE. A DESIRE TO GET SOMETHING HELPS TO INCREASE YOUR MOTIVATION. ANOTHER WAY OF HELPING YOU TO REACH YOUR GOAL IS TO KNOW WHEN YOU'VE REACHED IT. YOU CAN'T MEASURE A GOAL LIKE 'TO BE MORE FRIENDLY' BUT YOU COULD SAY 'I WILL

INTRODUCE MYSELF TO THREE PEOPLE THAT I DON'T KNOW IN MY CLASSES.'

QUESTION THREE ASKS FOR A DEADLINE. YOU ARE MORE LIKELY TO BE SUCCESSFUL IN REACHING YOUR GOAL IF YOU HAVE A SPECIFIC TARGET DATE. THE LAST QUESTION ASKS YOU WHAT DEGREE OF RISK YOU'RE WILLING TO TAKE IN SETTING YOUR GOAL. RISK TAKING IS A PERSONAL JUDGMENT. WHAT IS CHALLENGING FOR ONE PERSON MIGHT NOT BE FOR ANOTHER. NOW TAKE A MINUTE TO WRITE YOUR GOAL."

Pause. Circulate to give help where needed.

"NOW THINK ABOUT THE OBSTACLES THAT MAY INTERFERE WITH YOUR REACHING YOUR GOAL. AN OBSTACLE MAY BE A PERSONAL QUALITY, LIKE THE HABIT OF PUTTING THINGS OFF, OR IT MAY BE A BARRIER LIKE THE LACK OF MONEY OR THE NEED FOR HELP FROM SOMEONE ELSE. WRITE DOWN ALL OF THE OBSTACLES YOU CAN THINK OF."

Pause for two minutes.

"NOW THINK OF ANYTHING THAT WILL HELP YOU TO REACH YOUR GOAL. HELPS MAY BE SETTING A DAILY SCHEDULE FOR YOURSELF OR GETTING ASSISTANCE FROM OTHER PEOPLE. LIST ALL OF THE HELPS YOU CAN."

Pause for two minutes.

"LOOK BACK AT YOUR GOAL AND THINK ABOUT YOUR POSSIBILITY OF SUCCESS IN RELATION TO THE OBSTACLES AND HELPS YOU'VE LISTED. DOES THE GOAL STILL SEEM ATTAINABLE OR SHOULD YOU RESTATE IT?"

Pause for two minutes.

"AT THE NEXT SESSION WE'LL SEE HOW WELL WE ALL DID."

Theory of Goal-Setting Process

Success in changing has been found to be related to the individual's commitment to the change goal and the amount of feedback from the group. When these two factors were present, change success increased from 51 percent to 61 percent (Kolb and Boyatzis, 1964).

Characteristics of Goal-Setting Process

Awareness of forces related to change goal.
- Those intrinsic and extrinsic factors which facilitate or impede chances of goal success.
- The expected positive and/or negative feelings that may occur as a result of goal success.

Expectation of success.
- The higher the expectation for success, the more likely the goal will be obtained.

Feeling of psychological safety.
- The greater the feeling of psychological safety, the more likely the goal will be reached.
- Absence of perceived threat enhances a person's ability for more realistic self-examination and facilitates assimilation of experiences arousing cognitive dissonance.

Measurability of goal.
- Change goals are more likely to be reached if it is obvious to the goal setter and the group when the goal is attained.
- Measurable goals increase the amount of possible feedback and therefore enhance the goal setter's possibility for use of feedback in modifying behavior.

Self-controlled evaluation.
- The degree to which a person feels that forces affecting her possibility of success are under her control enhances her chance of success.
- Progress which is seen as self-controlled and self-reinforced will be more successful.

Setting a Goal

Use the following questions to set a goal.

1. Is it something I really want?
2. How will I know when I reached it?
3. Is it challenging but not unrealistic?
4. What is the deadline?

Set a Goal:

Obstacles: Helps:

Restate Goal if Necessary:

△ ASSERTING ONE'S SELF (Session II)

Modifications:

Socialization Discussion. After participants have had some time to think through the problem of why women's average full-time earnings are 56 percent of the average full-time earnings of men, ask the following question, based upon the chapter in Butler which they were asked to read for this session:

"WHAT DID YOU THINK OF BUTLER'S IDEAS ABOUT HOW TRADITIONAL IDEAS OF FEMININITY CAN LEAD TO NON-ASSERTIVENESS IN SOME WOMEN?"

Pause for discussion.

"DO YOU AGREE OR DISAGREE?"

Pause for discussion.

"HAVE YOU NOTICED ANY OF THE THINGS SHE MENTIONS IN ANY WOMEN THAT YOU KNOW PERSONALLY?"

Pause for discussion.

Make sure that participants have a chance to discuss their reactions, even if they are contrary to Butler's ideas or contrary to those of others in the group.

"HOW HAS THE FACT THAT MORE WOMEN ARE NON-ASSERTIVE THAN MEN CONTRIBUTED TO THIS DISTRIBUTION OF MEN AND WOMEN IN THE WORK FORCE?"

Pause for discussion.

Things to Do. Add the following questions to the Lifestyle Interview format:

8. Does she think of herself as an assertive person or as a non-assertive person, at work and in her personal life? How are the two situations different for her?

9. How has this helped or hindered her in her personal life or in her work?

Ask participants to practice interviewing by taking turns being the interviewer and being interviewed. Participants are asked to think of an adult woman they know, and to answer as she might answer when it is their turn to be interviewed. Suggest that the interviewer focus on trying to make the person being interviewed comfortable by showing that they are interested through such means as maintaining eye contact. Explain how open-ended questions encourage the other person to express herself.

The purpose of using this interview for behavioral rehearsal is to increase assertive conversational skills.

After both interviews are completed, ask participants to tell each other in turn what the interviewer did that made the person being interviewed feel comfortable and feel that she was being heard.

⬡ COPING WITH SUCCESS (Session II)

Suggestions:

General Goals. The general goals of Session II all correspond explicitly to the first area of intervention goals described in the introduction to Coping with Success. This session is designed to promote thought about women's occupational stereotypes. It attempts to influence participants to broaden their ideas of what women should do and to examine the limiting effects of their socialization. It also tries to help participants become aware of negative consequences such as the limitations on their earning power which follow the limitations on their access to high-paying jobs.

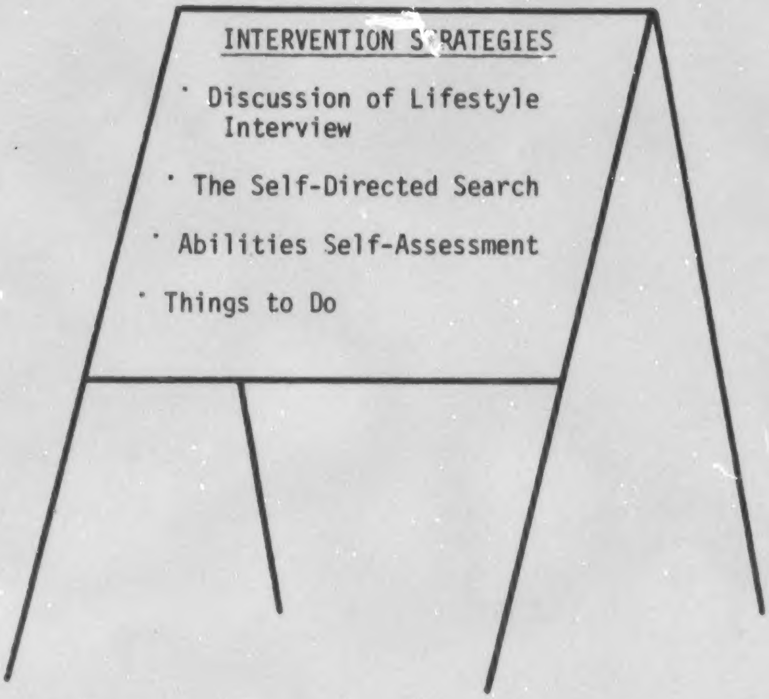
Socialization Discussion and Lifestyle Patterns. It is important to be sensitive to the possibility of ambivalence or conflict on the part of participants and to make sure that they feel free to state a divergent or a conflicting view about what might be an appropriate lifestyle for themselves as women. Here it is important to establish a climate where there is respect for differences of opinion. The leader can model an attitude to the participants which shows understanding that sex-role values are deeply held, and have many variations, none of which are in themselves right or wrong. Rather each of us has the opportunity to choose her place in the world and to figure out how she will be most comfortable living her life.

These discussions also provide opportunities to find out more about individuals' feelings about the various "coping with success" themes described in the Introduction. This will enable the group leader to be aware of particular individual needs in succeeding sessions.

Another pertinent topic to explore is what participants have learned about women, work, and families from observing their mothers' lives. Many of the mothers of this age group are making transitions between work and home. Participants may wish to share observations about their mothers' choices which make demands upon them and have an effect on their lives and their plans.

SESSION III--
LEARNING ABOUT MY INTERESTS

SESSION III--LEARNING ABOUT MY INTERESTS



INTERVENTION STRATEGIES

- Discussion of Lifestyle Interview
- The Self-Directed Search
- Abilities Self-Assessment
- Things to Do

- Discussion of Lifestyle Interview helps participants generalize the learning they experienced from interviewing a woman about her lifestyle.

- The Self-Directed Search provides a combination of a personality-type self-assessment and John Holland's Self-Directed Search, which has been expanded for further exploration.

- The Abilities Self-Assessment gives the participants an opportunity to assess their own ratings on a variety of abilities and skills.

- Things to Do asks participants to consider satisfactions and dissatisfactions they might experience if they were employed in a variety of occupations they see around them.

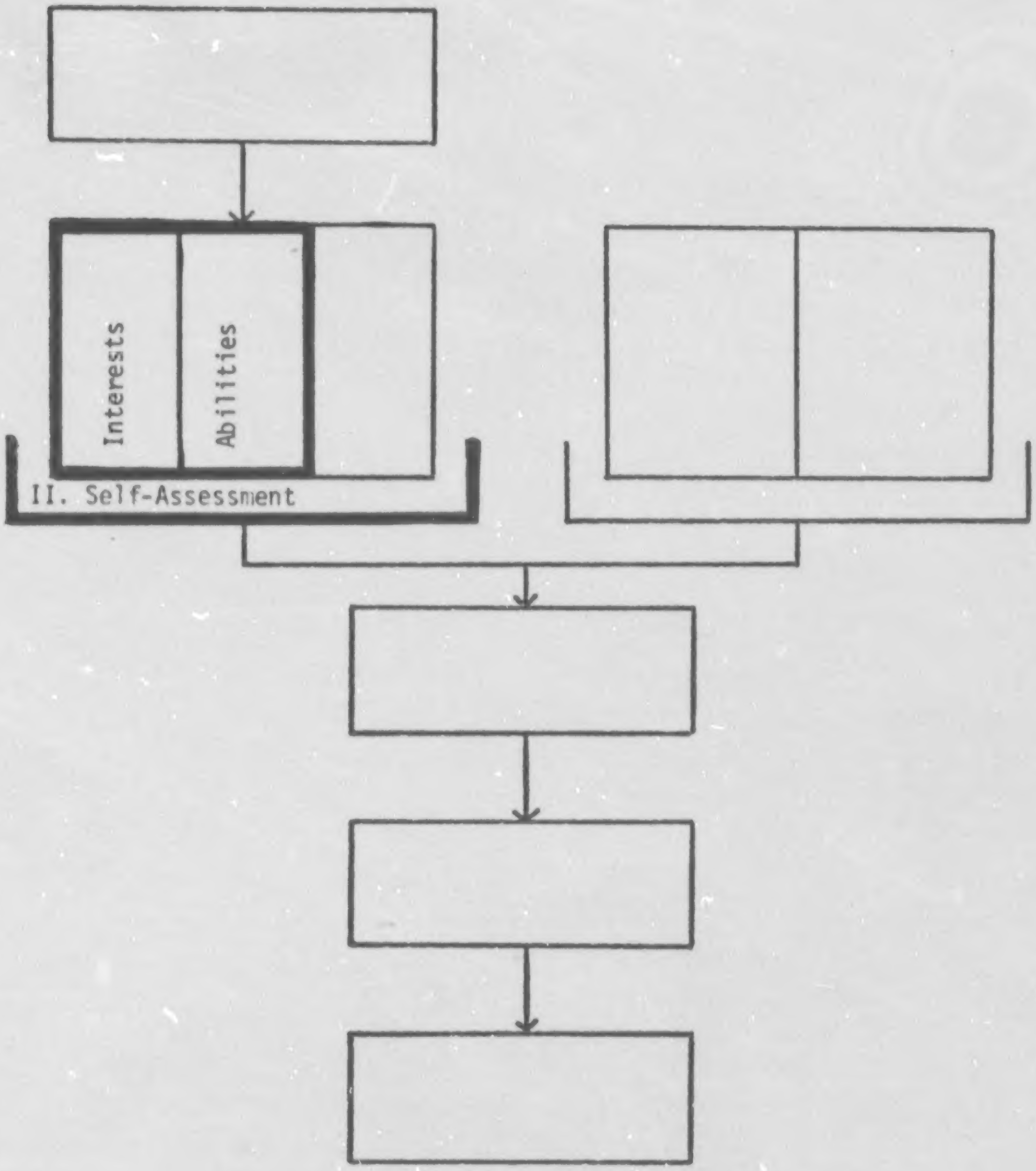
Handouts:

Self-Assessment of Personality Type
The Self-Directed Search (John Holland; to be ordered)
The Abilities Self-Assessment

Materials:

Pencils
Newsprint with Personality & Holland Codes written
Career Development Model
Lifestyle Interview Forms (from Session II)
Newsprint, masking tape, watch

PROJECT CHOICE



Interests
Abilities
II. Self-Assessment

SESSION III

General Goals:

1. Participants will identify their interests and use them to suggest possible career options.
2. Participants will assess their own abilities, needs, and values and relate them to possible career options.
3. Participants will understand the relationship between career choice and abilities, interests, and satisfactions.
4. Participants will begin to understand how successful career choice depends upon knowledge about their own abilities, needs and satisfactions.

Introduction: △

In the early stages of career development, participants often feel discouraged or overwhelmed. Many feel they can neither discriminate among nor choose from the broad range of occupations that exist. In response to these feelings, individuals at this stage of career maturation often postpone the process or reach what is more often than not a premature decision.

Sessions III and IV are planned to help participants begin systematic exploration of vocational alternatives and to help them cope with the many choices available. By working through the intervention strategies, participants become aware that there are in fact limits already imposed on their vocational exploration because of their own interests and their hierarchy of satisfactions and abilities. The elimination of the majority of all possible career choices has already taken place.

Another purpose of this session is to have participants compute their own Holland Codes in order to gain a conscious awareness of themselves as unique people with particular configurations of interests. In this way they will have useful tools for the future when they may be able to understand how a desire for an occupational change is related to changes in their own configuration of interests.

The sessions also are designed to broaden the range of possibilities by identifying the names of additional specific careers but in a very defined, systematic manner. The careers thus identified are only those that have some relationship to the individual's interests, satisfactions, and/or abilities.

N.B.: *This series utilizes Holland's Self-Directed Search for two purposes. First it assesses interests and competencies, and categorizes them in terms of the six components of occupational interest, such as "artistic," "social,"* and "enterprising." Then each participant uses her three-letter Holland code to look up occupational suggestions appropriate to these interests in Holland's The Occupations Finder.

If for any reason you cannot obtain Holland's Self-Directed Search, we suggest that you use the following program to accomplish this dual purpose:

Clifford B. Garrison et al. Finding a Job You Feel Good About.
Niles, Illinois: Argus Communications, 1977.

Both sessions III and IV are purposely shorter than the approximate 120 minutes suggested earlier. The activities included in these two sessions can easily be extended through discussion to increase the depth of exploration, if you believe this would be valuable for your group(s). In addition, Session I especially can run beyond the allotted time. The present design allows all suggested work to be completed by the end of Session IV.

DISCUSSION OF LIFESTYLE INTERVIEW ☐

I. Prescriptive Goal:

Participants will gain insight regarding lifestyles as a result of sharing their reactions to the interviews they conducted.

II. Time Needed:

15 minutes

III. Intervention Strategy:

Ask the participants to form small groups of five to six.

⬡ ○ "I HOPE YOU TOOK THE OPPORTUNITY TO INTERVIEW A WOMAN YOU KNOW DURING THE WEEK AS WAS SUGGESTED.

TAKE THE NEXT SEVEN TO EIGHT MINUTES TO REPORT AND SHARE WHAT YOU HAVE GATHERED IN YOUR INTERVIEW."

Pause while participants discuss answers. Have extra interview sheets available.

Continue the discussion with the following questions:

"HOW MANY LIFESTYLES COULD YOU IDENTIFY IN YOUR GROUP?

WERE SEVERAL SIMILAR OR WAS EACH SOMEWHAT DIFFERENT?

WHAT DID YOU LIKE ABOUT THE LIFESTYLE OF THE WOMAN YOU INTERVIEWED?

WHAT DIDN'T YOU LIKE?"

THE SELF-DIRECTED SEARCH ⬡ ○

I. Prescriptive Goals:

A. Participants will identify their interests by completing or reviewing Holland's Self-Directed Search.

B. Participants will identify careers related to their interests.

II. Time Needed:

60 minutes

III. Intervention Strategy:

○ "TODAY WE ARE GOING TO FOCUS ON THE INTEREST PART OF THE SCALE IN OUR MODEL OF CAREER SELECTION."

Point to the Interest section on the model.

"IN ORDER TO DO THAT, I AM GOING TO ASK YOU TO COMPLETE TWO INSTRUMENTS CALLED THE PERSONALITY TYPE GUIDE AND THE SELF-DIRECTED SEARCH (SDS) BY HOLLAND. THESE ARE NOT TESTS. AS THE NAME IMPLIES, ONCE YOU HAVE COMPLETED EACH EXERCISE, YOU WILL SCORE IT YOURSELF AND COME UP WITH YOUR OWN RESULTS. FIRST LET ME TELL YOU A LITTLE BIT ABOUT THE SDS, THE SELF-DIRECTED SEARCH. IT IS BASED ON THE NOTION THAT PEOPLE CAN BE DIVIDED INTO SIX VERY BROAD PERSONALITY TYPES. OF COURSE, IT'S NOT SO SIMPLE BECAUSE ALMOST NO ONE FITS PERFECTLY INTO ONLY ONE OF THE CATEGORIES. MOST PEOPLE ARE A COMBINATION OF TWO OR THREE, OFTEN WITH

ONE CATEGORY DOMINANT AND SOMETIMES TWO. HOW DOES THIS RELATE TO CAREER PLANNING? WELL, WE KNOW FROM EXTENSIVE RESEARCH THAT PEOPLE WITH SIMILAR PERSONALITY TYPES TEND TO GO INTO SIMILAR OR RELATED OCCUPATIONS. THIS IS USUALLY BECAUSE THESE PEOPLE HAVE THE SAME GENERAL INTERESTS AND ARE LOOKING FOR SIMILAR REWARDS FROM WHAT THEY DO. FOR EXAMPLE, WE COULD SAY THAT MOST PEOPLE IN MEDICINE SHARE AT LEAST ONE COMMON INTEREST IN WANTING TO HELP PEOPLE OR THAT MOST TEACHERS ARE PEOPLE WHO ENJOY WORKING WITH CHILDREN OR TEENAGERS.

SO, WHAT THIS INSTRUMENT DOES IS NOT TO TELL YOU WHAT YOU ARE GOOD AT OR WHAT YOU SHOULD GO INTO, BUT RATHER IT SUGGESTS OCCUPATIONS OR ACTIVITIES IN WHICH YOU MIGHT FEEL COMFORTABLE OR WHICH MIGHT SATISFY CERTAIN OF YOUR INTERESTS AND NEEDS. THE ACTIVITY HELPS YOU TO THINK ABOUT YOUR ABILITIES AND USES THESE ANSWERS TO IDENTIFY CAREERS THAT WILL TAKE THESE DIFFERENT ASPECTS OF YOU INTO CONSIDERATION. IT IS NOT TELLING YOU THAT YOU CAN'T GO INTO WHAT YOU WANT; IT'S ONLY SUGGESTING

POSSIBILITIES APPROPRIATE TO YOUR INTERESTS WHICH YOU MAY NOT HAVE CONSIDERED."

Hand out scoring sheet.

"FIRST LET'S EXPLORE THE SIX PERSONALITY TYPES.* I AM GOING TO READ YOU A DESCRIPTION OF EACH ONE AND YOU DECIDE THE EXTENT TO WHICH THIS DESCRIPTION FITS YOU. THEN MARK YOUR SCORING SHEET FROM ONE TO FIVE ACCORDINGLY."

---

*The personality type descriptions are adapted from Holland's Self-Directed Search manual and the SYIB-SCII Profile.

Read aloud

Type I

These people prefer a well-ordered environment. They prefer not to be in leadership roles but value power and status. They are very effective at well-structured tasks and prefer to avoid ambiguous situations. They generally fit well in a school environment. They avoid problems involving interpersonal relationships or physical skills. They see themselves as efficient, practical and calm.

Pause while group members score themselves.

Type II

These people are outgoing, extroverted people. They are persuaders and leaders, and generally have a high energy level. They prefer activities that do not involve long periods of intellectual effort. They tend to have strong economic or leadership drives. They prefer ambiguous social situations or tasks. They see themselves as aggressive, popular, self-confident and cheerful.

Pause while group members score themselves.

Type III

The people in this category enjoy most being with other people and doing for others. They are more concerned with feelings than with ideas. They feel comfortable with some abstract ideas but tend to also like a certain amount of structure. They are generally outgoing and like to be the life of the party. They like working in groups and have good verbal skills. They perceive themselves as understanding, responsible, and idealistic.

Pause while group members score themselves.

Type IV

These tend to be very independent people. They often prefer not to work for or answer to anyone. They are creative, imaginative people who are very involved in the fine arts. They enjoy being both spectators and participating in music, writing, dance. They tend to be non-traditional in most aspects of their lifestyle: clothes, tastes, activities. They also tend to be introspective and asocial. They tend to be impulsive and see themselves as expressive and disorderly.

Pause while group members score themselves.

Type V

People in this group work best alone in almost any situation. They are interested in abstract thoughts and find great satisfaction in creating new ideas, structures, etc. They can be satisfied by long-term deferred rewards for whatever they are doing. They tend to be interested in mathematical and scientific concepts and activities involving these areas. It is important for them to feel creative in whatever they do. They also value independence a great deal. They are concerned with ideas rather than feelings. Recognition and status are important. They are usually task-oriented and introspective. They do not see themselves as leaders or persuaders but are confident about their intellectual abilities.

Pause while group members score themselves.

Type VI

People in this category are practical, stable, and natural. They have good motor coordination but sometimes have difficulty with words. They like the outdoors. They enjoy working with their hands. They don't isolate themselves but they can be uncomfortable being sociable. They prefer concrete rather than abstract ideas. Fine arts can be interesting but not often a serious avocation. They prefer structured situations.

Pause while group members score themselves.

"NOW TAKE THE TOP THREE SCORES IN ORDER TO MAKE YOUR CODE (E.G., 234)."

Pause.

"SOME OTHER POSSIBLE CODES CAN BE OBTAINED BY REVERSING THE FIRST TWO NUMBERS (E.G., 324) AND THEN BY REVERSING THE SECOND AND THIRD NUMBERS (E.G., 243). IF ALL THREE SCORES WERE VERY CLOSE TOGETHER, THEN ALL THREE NUMBERS COULD BE MIXED (E.G., 432, 423, 342). ARE THERE ANY QUESTIONS?"

Pause.

"NOW DO THE SAME WITH YOUR TWO OR THREE LOWEST

SCORES. IT IS HELPFUL TO LOOK AT WHAT YOU FEEL YOU ARE NOT, THE TYPES OF ACTIVITIES YOU MIGHT MOST WANT TO AVOID. IS EVERYONE WITH ME?"

Pause.

"NOW LET'S PUT THESE SCORES ASIDE FOR A WHILE. WE'LL USE THEM AGAIN LATER."

Hand out one SDS to each participant.

"JUST FOLLOW THE DIRECTIONS ON THE BOOKLET. WORK CAREFULLY."

Pause two to three minutes while participants start working.

"IF YOU CANNOT FIND THE CODE FOR ONE OF YOUR DAYDREAM OCCUPATIONS, LET ME KNOW. I HAVE A MASTER LIST THAT CONTAINS MORE ENTRIES THAN YOUR BOOKLETS."

N.B.: *Pause - 30 minutes or until after participants have had the time to use the occupational finder for several minutes.*

It makes the activity more enjoyable for participants if they share occupation finders.

If one or more of the participants has an unusual code, i.e., one for which there are few if any occupations listed, it is important to address this issue immediately. An unusual code can often be the result of:

1) *The student's attempt to "outdo" the instrument by making up answers.*
2) *The student did not score the instrument appropriately. It might be necessary to check it.*
3) *The student does have many talents and/or interests and will need to explore how to make best use of them.*
4) *The student does have unusual interests and/or competencies that will require special attention.*
5) *The student's interests are still very immature and therefore diffuse rather than more focused.*

"NOW, CONSIDER ALSO THE OCCUPATIONS ASSOCIATED WITH ONLY THE FIRST TWO LETTERS OF YOUR CODE. IF THERE ARE NO OCCUPATIONS LISTED FOR YOUR CODE, TRY LOOKING UP SIMILAR CODES USING THE SAME LETTERS IN DIFFERENT ORDERS.

EARLIER YOU WORKED OUT A THREE-NUMBER CODE FROM THE PERSONALITY TYPES I DESCRIBED. HERE IS THAT CODE AND ITS HOLLAND EQUIVALENT:"

Write the following on newsprint:

I - Conventional
II - Enterprising
III - Social
IV - Artistic
V - Investigative
VI - Realistic

"TRANSLATE YOUR NUMBER CODE INTO THE SDS CODE. FOR EXAMPLE, PERSONALITY CODE 543 WOULD EQUAL SDS CODE IAS."

Pause.

"IS THIS CODE SIMILAR TO OR DIFFERENT FROM YOUR SDS CODE?"

Pause for answers.

"WHICH CODE DO YOU LIKE BETTER?"

Pause for answers.

"WHAT FACTORS MIGHT CAUSE DIFFERENCES BETWEEN THE TWO CODES?"

Pause for answers.

N.B.: *Engage group in discussion by having each girl share her two major codes and explore the basis for the differences that will most likely appear: "The way we see ourselves or would like to be versus the behaviors we engage in."*

"MAKE A LIST OF ALL THE OCCUPATIONS THAT HAVE BEEN SUGGESTED FOR YOUR DIFFERENT CODES."

Pause.

"HOW LONG IS IT? WHAT DOES IT SUGGEST? WHAT ARE RELATED OCCUPATIONS?"

Pause.

"WALK AROUND THE ROOM AND FIND PEOPLE WITH THE SAME CODE. IF NO ONE HAS EXACTLY THE SAME CODE, FIND PEOPLE WHOSE FIRST TWO LETTERS ARE THE SAME.

FORM GROUPS IN DIFFERENT PARTS OF THE ROOM."

Pause.

"EXPLORE TOGETHER THE OCCUPATIONS THAT MATCH YOUR CODE. SPECIFICALLY, WHAT DO THEY HAVE IN COMMON? FOR EXAMPLE, STRUCTURED ENVIRONMENT, WORKING WITH PEOPLE, ETC."

You may need to go from group to group and help the discussion.

"SEE IF YOU CAN DISCOVER WHAT IT IS YOU HAVE IN COMMON WITH THE OTHER PEOPLE IN YOUR SDS CODE GROUP."

Pause.

"IN YOUR GROUP, DISCUSS THOSE OCCUPATIONS YOU COULD EXPLORE TOGETHER AT THE UPCOMING CAREER WORKSHOP. HOW CAN YOU HELP EACH OTHER LEARN MORE ABOUT THESE CAREERS?"

Pause five minutes for discussion.

"LET US NOW EXPLORE SOME OTHER POSSIBILITIES. MOST PEOPLE IN THEIR TEEN AND EARLY ADULT YEARS TEND TO EMPHASIZE THE SOCIAL CATEGORY. IF YOU HAVE AN S IN YOUR CODE, DROP IT LOWER OR TOTALLY AND MOVE ALL YOUR OTHER LETTERS UP ONE RANK (E.G., SAE -- AES). WHAT KIND OF PERSON DOES THIS BRING TO MIND? IS THIS CODE MORE LIKE YOU THAN THE FIRST ARRANGEMENT OF LETTERS?"

Pause for some answers.

"LOOK UP THE OCCUPATIONS ASSOCIATED WITH THIS NEW CODE."

Pause for about five minutes.

"BECAUSE WOMEN HAVE BEEN BROUGHT UP TO BE NEAT AND ORDERLY (REMEMBER HOW IT WAS O.K. FOR BOYS TO BE DIRTY AND MESSY BUT NOT GIRLS OR ELSE WHAT ARE THEY CALLED? TOMBOYS!) MANY WOMEN TEND TO SCORE HIGHER ON THE CONVENTIONAL CATEGORY. AGAIN IF THIS LETTER IS PART OF YOUR CODE, DROP IT LOWER OR ALL TOGETHER.

LOOK UP THE OCCUPATIONS WITH THIS NEW CODE. IT WOULD BE A GOOD IDEA TO TAKE THESE LISTS HOME AND GIVE SOME THOUGHT TO THESE OCCUPATIONS AND WHICH OF THEM WOULD APPEAL TO YOU."

ABILITIES SELF-ASSESSMENT ☐

I. Prescriptive Goals:

A. Participants will gain an awareness of the extent and variety of individual abilities and talents.

B. Participants will assess the extent and variety of their own abilities and talents.

II. Time Needed:

20 minutes

III. Intervention Strategy:

"WE HOPE WE HAVE MADE YOU AWARE OF THE IMPORTANCE OF GETTING IN TOUCH WITH YOUR INDIVIDUAL INTERESTS AND THE INFLUENCE OF WOMEN'S SOCIALIZATION ON CAREER CHOICE. TODAY WE'LL TAKE A LOOK AT ABILITIES. AGAIN WE WILL RATE OURSELVES. THEN AT OUR NEXT MEETING WE WILL GIVE YOU FEEDBACK FROM THE INFORMATION WE HAVE AVAILABLE FOR YOU. YOU MAY RECALL THAT DURING OUR FIRST MEETING YOU WERE ASKED TO GIVE THREE POSITIVE ADJECTIVES THAT WOULD DESCRIBE YOU. MANY OF YOU FOUND THIS DIFFICULT TO DO. THIS IS NOT TOO SURPRISING AS MOST PEOPLE FIND THIS HARD TO DO. THAT IS BECAUSE WE ARE TAUGHT THAT BOASTING IS WRONG AND THAT HUMILITY IS A VIRTUE. OVER THE YEARS THIS GETS TO MEAN THAT WE RARELY ACKNOWLEDGE OUR GOOD TRAITS, OUR TALENTS, AND ABILITIES. OF COURSE, SOMEONE WHO IS ALWAYS BOASTING IS A BIG BORE, BUT WHAT'S WRONG WITH ACKNOWLEDGING TO

YOURSELF AND TO OTHERS - 'YES, I AM GOOD IN MATH,' OR 'I DRAW WELL,' OR 'I AM A GOOD ORGANIZER,' IF SUCH A STATEMENT IS HONEST AND TRUE? TOO OFTEN WE ONLY CONSIDER WHAT WE CAN'T DO OR WHAT WE COULD DO BETTER. PEOPLE TEND TO RATE THEMSELVES IN TERMS OF OTHERS. IT IS IMPORTANT TO REMEMBER THAT THERE WILL ALWAYS BE SOMEBODY WHO CAN DO SOMETHING BETTER THAN YOU AND THAT EACH OF US WILL ALWAYS WANT TO BE ABLE TO DO SOMETHING BETTER THAN THE WAY WE ARE DOING IT RIGHT NOW.

MOST OF US OFTEN TAKE OURSELVES VERY SERIOUSLY AND THINK ONLY IN TERMS OF ACADEMIC OR ARTISTIC ABILITIES. WE RARELY GET IN TOUCH WITH THE MUCH BROADER RANGE OF COUNTLESS ABILITIES THAT WE USE EVERY SINGLE DAY.

WHY ARE WE CONCERNED WITH THESE ABILITIES TODAY AND IN THIS PROGRAM? IT IS BECAUSE THE MORE ACCURATE OUR ASSESSMENT, THE MORE REALISTIC AND MEANINGFUL WILL BE THE GOALS WE CAN SET FOR OURSELVES. THESE GOALS WILL NOT BE SO LOW AS TO LACK SATISFACTION AND CHALLENGE OR SO HIGH AS TO CAUSE FRUSTRATION

AND DISAPPOINTMENT.

SO DON'T SELL YOURSELF SHORT.

TAKE A MINUTE TO THINK OF PEOPLE YOU KNOW WHO, IN YOUR OPINION, ARE REALLY SUCCESSFUL. PAIR OFF WITH THE NEXT PERSON AND DESCRIBE THE SUCCESSFUL PERSON YOU KNOW BEST AND WHY YOU THINK HE OR SHE HAS BECOME SUCCESSFUL. CHOOSE A WOMAN IF POSSIBLE. WHAT HAS MADE HER SUCCESSFUL?"

Pause for four to five minutes for responses.

"ARE PEOPLE BORN TO BE SUCCESSES OR FAILURES?"

Pause for four to five minutes for responses.

"IN GENERAL, SUCCESSFUL PEOPLE HAVE MADE THEMSELVES SUCCESSFUL. THEY'VE DISCOVERED SOMETHING VERY IMPORTANT. IT IS UP TO EACH PERSON TO TAKE RESPONSIBILITY FOR WHAT HAPPENS TO HIM OR HER, TO MAKE THINGS HAPPEN. THEY'RE NOT DRIFTERS LETTING LIFE HAPPEN TO THEM AND BLAMING OTHERS FOR LIMITING THEIR CHOICES."

Hand out Abilities Self-Assessment.

"PLEASE COMPLETE THIS ASSESSMENT AS BEST AS YOU CAN. WHEN YOU ARE DONE, I WILL COLLECT THEM AND BRING THEM BACK NEXT WEEK WITH SCORES FROM YOUR RECORDS SO THAT WE CAN EXPLORE THE WAY YOU SEE YOURSELF AS WELL AS

WHAT TEST SCORES INDICATE ABOUT YOUR ABILITIES. BOTH ASSESSMENTS ARE VERY IMPORTANT. FOR EXAMPLE, IT DOES NOT DO ANY GOOD TO TELL YOU THAT YOU ARE ABOVE AVERAGE IN MATH IF YOU DON'T BELIEVE YOU CAN DO MATH, OR IF YOU BELIEVE THAT YOU HAVE THE TALENT TO BE ANOTHER BARBARA WALTERS YET DO POORLY IN ENGLISH AND ARE NERVOUS IN FRONT OF GROUPS."

After the participants complete the Abilities Self-Assessment form, collect and review all forms before the next group meeting. In reviewing the forms, you will need to have all available information about each student at your disposal including the student's school records, Talent Inventory, and the diagnostic test battery as well as the Diagnostic Talent Profile completed for each student in the original selection process.

Student self-assessment ratings in the sections labeled "Achievement Tests" and "Activities" correspond directly to the ratings which you made of the student based on only her school records and Talent Inventory. These ratings appear on the student's Diagnostic Profile. If you did not administer the same diagnostic battery as was used in Project Choice, you will not have "objective" data available for such dimensions as those listed in the section entitled "Personal Attributes."

Using all the "objective" data available and the Diagnostic Profile, rate the student on each dimension of the Abilities Self-Assessment form for which you have information available. Your ratings should be done in a different color pencil so as to be readily distinguishable from the student's ratings. In many instances, you will find that the student has underestimated her abilities and that your ratings are higher than those assigned by the student. In these instances, there is less difficulty in terms of providing feedback to the student than in those instances where the student has overestimated her abilities. In such cases, you must make a very difficult decision. Although the objective of this entire exercise is to increase the accuracy of the student's self-perceptions relative to her abilities and talents, providing feedback indicating that the student does not have the ability that she perceives herself to have is potentially dangerous. The decision to be made is whether "accuracy" in self-assessment is of sufficient importance to risk undermining the student's self-confidence. In those instances where your rating and the student's rating are highly discrepant (a difference of 2 or more points), change your rating so that it is only one rating point away from that of the student. By approaching highly overrated student self-assessments in this manner, you can hopefully protect the student from feeling threatened and experiencing a great deal of cognitive dissonance.

THINGS TO DO □ ○

I. Prescriptive Goal:

Participants will begin to consider that all occupations, whether attractive or not to the individual, involve some satisfactions and some dissatisfactions.

II. Time Needed:

5 minutes to introduce the task

15 minutes to complete the task at home

III. Intervention Strategy:

△ "FOR NEXT TIME, I WOULD LIKE YOU TO THINK ABOUT EIGHT TO TEN OCCUPATIONS YOU COME IN CONTACT WITH (E.G., YOUR DOCTOR, SCHOOL LIBRARIAN, YOUR BASKETBALL COACH, THE GROCERY CLERK). IDENTIFY ONE SATISFACTION FOR EACH WHICH YOU THINK YOU WOULD GAIN FROM THIS JOB. THEN IDENTIFY ONE DISSATISFACTION.

FOR EXAMPLE, BUS DRIVER

SATISFACTIONS: WORKING WITH PEOPLE,
MANEUVERING THROUGH TRAFFIC

DISSATISFACTIONS: LITTLE ROOM FOR ADVANCEMENT, LOW PAY."

Handouts for Session III

Self-Assessment of Personality Type 211

Self-Assessment of Abilities 212

PROJECT CHOICE

Self-Assessment of Personality Type

Directions: The six personality types are indicated by Roman numerals I - VI. Circle the number from 1-5 that you think best describes your personality on each of the dimensions. The scores range from a low of 1 to a high of 5.

	Low				High
I	1	2	3	4	5
II	1	2	3	4	5
III	1	2	3	4	5
IV	1	2	3	4	5
V	1	2	3	4	5
VI	1	2	3	4	5

Highest Code ________

Other Codes ________

____

Lowest Codes ________

____

PROJECT CHOICE

Self-Assessment of Abilities

Name ____________________

Instruction: Rate yourself on each of the following with 1 = low and 5 = high.

Achievement Tests

	Low 1	2	3	4	High 5
Math	1	2	3	4	5
English	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5
Other:	1	2	3	4	5

Activities

Home Related	1	2	3	4	5
Community Involvement	1	2	3	4	5
Leadership	1	2	3	4	5
Athletics	1	2	3	4	5
Visual Arts	1	2	3	4	5
Music	1	2	3	4	5
Dramatic Arts	1	2	3	4	5
Performing Arts	1	2	3	4	5

	Low				High
Employment	1	2	3	4	5
Literary	1	2	3	4	5
Extracurricular	1	2	3	4	5
Hobbies	1	2	3	4	5
Non-Traditional Areas	1	2	3	4	5
Measured Aptitudes					
Verbal Reasoning	1	2	3	4	5
Numerical Reasoning	1	2	3	4	5
Abstract Reasoning	1	2	3	4	5
Non-Verbal	1	2	3	4	5
Clerical Speed & Accuracy	1	2	3	4	5
Mechanical Reasoning	1	2	3	4	5
Space Relations	1	2	3	4	5
Spelling	1	2	3	4	5
Grammar	1	2	3	4	5
Personal Attributes					
Attitudes toward Work	1	2	3	4	5
Attitudes toward Mastery	1	2	3	4	5

	Low 1	2	3	4	High 5
Competitiveness					
Self-Assurance	1	2	3	4	5
Concern with People	1	2	3	4	5
Concern with Things	1	2	3	4	5
Concern with Ideas	1	2	3	4	5
Persuasiveness	1	2	3	4	5
Concern with Artistic Things	1	2	3	4	5
Concern with Order & Structure	1	2	3	4	5
Grades					
Art	1	2	3	4	5
Math	1	2	3	4	5
English	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
Music	1	2	3	4	5
Physical Education	1	2	3	4	5
Business	1	2	3	4	5

	Low				High
Foreign Language	1	2	3	4	5
Other:	1	2	3	4	5
Career Clusters					
Agriculture - Business	1	2	3	4	5
Consumer and Homemaking	1	2	3	4	5
Marine Science	1	2	3	4	5
Personnel Services	1	2	3	4	5
Public Services	1	2	3	4	5
Business and Office	1	2	3	4	5
Communications and Mass Media	1	2	3	4	5
Health	1	2	3	4	5
Manufacturing	1	2	3	4	5
Transportation	1	2	3	4	5
Cosmetology	1	2	3	4	5
Environment	1	2	3	4	5
Fine Arts and Humanities	1	2	3	4	5
Hospitality and Recreation	1	2	3	4	5
Marketing and Distribution	1	2	3	4	5

Special Group Changes for Session III

Defining and Valuing One's Self 219
Achieving Success 229
Asserting One's Self 233
Coping with Success 235

DEFINING AND VALUING ONE'S SELF (Session III)

Modifications:

Discussion of Lifestyle Interview. Incorporated into this discussion should be a discussion of the four questions that were added to the interview form for the special-group participants:

9. What beliefs does she seem to have about herself?
10. How does her current career, occupation, or lifestyle reflect her beliefs about herself as an individual?
11. What were some of her self-beliefs when she was your age?
12. How, if at all, did these beliefs alter over the years? What career or lifestyle decisions contributed to the noted changes in her self-beliefs?

The discussion of the above items is designed to precede and to serve as a warm-up activity for the activity Beliefs About Me which is included later in this session.

The Self-Directed Search. During the Self-Directed Search activity it is helpful to have each student have her Self-Beliefs worksheet and her Self-Descriptors worksheet available (to be found at the end of Beliefs About Me). A brief review of the material on these sheets as well as periodic reference to them increases both the understanding and the salience of the descriptions of Holland's six personality types.

Following completion of the Self-Directed Search activity sheet the facilitator continues to facilitate the exploration and identification of personal interests. Students are presented with the sentence stem of "If I had two weeks of vacation and $100,000 I would . . ." and are asked to complete the stem in as many ways as possible. After the students list as many activities as possible, they are given the Personal Interests and Abilities sheet and are asked to list the interests reflected by their chosen activities. Completion of the sheet is done using a paired comparison procedure. In this manner, each student not only increases her list of personal interests but also identifies the rank ordering or prioritizing of those interests.

Addition: Beliefs About Me

I. Prescriptive Goal:

Participants will identify several self-beliefs, the valence (positive or negative) of each belief, and the source or sources of validation for each belief.

II. Time Needed:

30 minutes. Shorten the Self-Directed Search activity and delete Things to Do.

III. *During previous activities, students explored the relationship between an individual's occupation or career and her/his beliefs about self. In this activity, the process of identifying individual beliefs about self is begun. For most students, this activity may represent the first time in which the student consciously attempts to identify what her beliefs about herself actually are. Therefore, the activity, at least for a number of students, may be rather difficult. It is important to provide students with encouragement and support as they engage in the process while recognizing that too much "encouragement" can be viewed negatively as pressure.*

> "WE HAVE FOUND THAT FROM A KNOWLEDGE OF A PERSON'S OCCUPATION/CAREER, WE CAN IDENTIFY A NUMBER OF SELF-BELIEFS WHICH THE INDIVIDUAL MIGHT HOLD TO BE TRUE ABOUT HIMSELF/HERSELF. SIMILARLY, IF WE KNOW WHAT A PERSON'S SELF-BELIEFS ARE, WE CAN IDENTIFY AN OCCUPATIONAL FAMILY AND SPECIFIC OCCUPATIONS WHICH WOULD BE CONSISTENT OR CONGRUENT WITH THE PERSON'S BELIEF SYSTEM. FOR US, THE STARTING POINT FOR EXPLORING OUR CAREER OPTIONS IS THE IDENTIFICATION OF OUR OWN INDIVIDUAL BELIEFS ABOUT SELF."

Hand out the Beliefs About Self worksheet and pens or pencils.

> "FOR THE MOMENT, WE ARE CONCERNED ONLY WITH THE COLUMN LABELED 'BELIEFS.' I WOULD LIKE YOU TO TAKE A FEW MINUTES TO THINK ABOUT WHAT SOME OF YOUR BELIEFS ABOUT YOURSELF REALLY ARE. FOR EXAMPLE, 'I BELIEVE THAT I AM AN HONEST PERSON, THAT I ENJOY BEING WITH PEOPLE, AND THAT I NEED TO HAVE SPECIFIC DEADLINES IN ORDER TO COMPLETE MY ASSIGNMENTS.' THE WORKSHEET THAT I HAVE GIVEN TO EACH OF YOU HAS ENOUGH SPACE FOR LISTING TEN BELIEFS ABOUT YOURSELF. SOME OF US MAY FIND IT DIFFICULT TO IDENTIFY ONE OR TWO BELIEFS WHILE OTHERS OF US MAY FIND THAT WE CAN IDENTIFY EASILY MORE THAN TEN. THE NUMBER OF BELIEFS THAT WE IDENTIFY IS NOT AS IMPORTANT AS THE FACT THAT WE REALLY BELIEVE THE IDENTIFIED BELIEFS TO BE TRUE."

Pause 5 to 10 minutes.

It is essential that the facilitator serves as a model for activities such as this one. In identifying his/her own self-beliefs, the facilitator demonstrates self-disclosure and helps to decrease the perceived risk involved in such activity. Included in the list of self-beliefs should be a combination of "positive" and "less than positive" statements so as to demonstrate that the list is more than a collection of "socially appropriate" statements.

"AS WE PROGRESS THROUGH THE PROGRAM, YOU MAY DISCOVER ADDITIONAL BELIEFS OR YOU MAY WANT TO MODIFY SOME OF THE BELIEFS THAT YOU HAVE LISTED TODAY SINCE OUR SYSTEM OF SELF-BELIEFS, OUR SELF-CONCEPTS, DO CHANGE SOMEWHAT OVER A PERIOD OF TIME. FOR THE MOMENT, WE WILL WORK ONLY WITH THOSE BELIEFS WHICH YOU HAVE IDENTIFIED THUS FAR. LOOK AT THE COLUMN LABELED 'SOURCE OF VALIDATION.' IN THIS COLUMN, I WOULD LIKE YOU TO TRY TO IDENTIFY FOR EACH BELIEF AT LEAST ONE PERSON, INCIDENT, EXPERIENCE, OR WHATEVER YOU SEE AS PROVIDING SUPPORT OR EVIDENCE FOR THE SELF-BELIEF. THIS COLUMN IS DESIGNED FOR EXPLORING WHAT OR WHO VERIFIES THAT YOUR BELIEFS ARE ACCURATE. FOR EXAMPLE, 'I BELIEVE I AM A GOOD MUSICIAN BECAUSE I AM A MEMBER OF THE ORCHESTRA.' MEMBERSHIP IN THE ORCHESTRA IS AT LEAST PART OF THE BASIS UPON WHICH MY BELIEF RESTS."

Pause 10 to 15 minutes.

It is not unusual for talented and gifted adolescent women with low self-esteem to believe, for example, that they are poor in math because they received a B- grade on one test in second grade. By reviewing this worksheet, we can gain insight into the standards against which the student compares herself as well as the identity of influentially significant others.

"IN THE COLUMN LABELED 'RANK,' TRY TO RANK ORDER YOUR LIST OF SELF-BELIEFS. PLACE THE NUMBER ONE (1) IN THIS COLUMN OPPOSITE THE BELIEF WHICH YOU FEEL IS 'MOST TRUE' OR 'MOST CHARACTERISTIC' OF YOU. PLACE THE NUMBER TWO (2) IN THE COLUMN OPPOSITE THAT BELIEF WHICH YOU FEEL IS THE SECOND MOST CHARACTERISTIC OF YOU, AND SO FORTH."

Pause five to ten minutes.

"AS WE DISCUSSED EARLIER TODAY, WOMEN RECEIVE MANY MESSAGES FROM SOCIETY AND FROM SIGNIFICANT OTHERS IN THEIR LIVES. MANY OF THESE MESSAGES INDICATE THAT WOMEN ARE KIND OR NON-AGGRESSIVE OR EASILY PERSUADED, ETC. WHEN A PERSON RECEIVES SUCH SOCIETAL MESSAGES CONSTANTLY, THE MESSAGES ARE INCORPORATED INTO HER/ HIS OWN SET OF SELF-BELIEFS. I WOULD LIKE EACH OF YOU TO REVIEW YOUR OWN COMPLETED WORKSHEETS AND TRY TO IDENTIFY WHICH OF YOUR SELF-BELIEFS ARE CONSISTENT WITH THE SOCIETAL MESSAGES WHICH YOU MIGHT HAVE RECEIVED AS YOU WERE GROWING UP. WHICH BELIEFS MIGHT HAVE BEEN DIFFERENT HAD YOU BEEN BORN A MALE INSTEAD OF A FEMALE?"

Pause for discussion.

At the conclusion of this worksheet activity, it is extremely important that a period of debriefing take place. The group should be asked to identify what was difficult about the exercise, what was frustrating, what was helpful, etc.

The worksheets can and should be used periodically throughout the program to review, modify, and extend the developing "Belief System." Students should be asked to bring these sheets with them to each session or if the students prefer, the worksheets can be collected and filed along with other program materials.

> "FREQUENTLY, EACH OF THE BELIEFS THAT WE HOLD TO BE TRUE ABOUT OURSELVES CAN BE SUMMARIZED IN ONE OR TWO WORDS OR ADJECTIVES."

Hand out one Self-Descriptors worksheet to each group member.

> "BY NEXT WEEK, TRY TO COMPLETE THE SENTENCE STEM, 'I WOULD DESCRIBE MYSELF AS BEING . . .,' WITH AS MANY DIFFERENT ADJECTIVES OR ADJECTIVE PHRASES AS YOU CAN IDENTIFY. THEN REVIEW EACH COMPLETED STATEMENT. ON THE SCALE IMMEDIATELY TO THE RIGHT OF THE ADJECTIVE, CIRCLE THE NUMBER THAT BEST INDICATES THE DEGREE TO WHICH THE COMPLETED STATEMENT REFLECTS HOW YOU WOULD IDEALLY LIKE TO THINK OF YOURSELF. CIRCLING THE NUMBER ONE (1) WOULD INDICATE THAT, ALTHOUGH YOU BELIEVE THE COMPLETED STATEMENT TO BE A TRUE STATEMENT OF HOW YOU ACTUALLY ARE, IT IS NOT AT ALL A STATEMENT OF HOW YOU WOULD IDEALLY LIKE TO BE.

ON THE OTHER HAND, CIRCLING THE NUMBER TEN (10) WOULD INDICATE THAT NOT ONLY IS THE COMPLETED STATEMENT A TRUE STATEMENT OF HOW YOU ACTUALLY ARE BUT IT IS ALSO AN ACCURATE STATEMENT ABOUT HOW YOU MOST IDEALLY WANT TO BE. FOR EXAMPLE, I WOULD DESCRIBE MYSELF AS BEING 'SHORT.' BUT I WOULD CIRCLE THE NUMBER FOUR (4) BECAUSE, IDEALLY, I WOULD LIKE TO BE ONLY A BIT TALLER."

Pause for questions or needed clarifications.

"THIS EXERCISE WILL REQUIRE QUITE A BIT OF SERIOUS THOUGHT AT THE SAME TIME, IT SHOULD BE AN INTERESTING CHALLENGE."

Personal Interests and Abilities

I AM INTERESTED IN . . .			RANK	C / A / M-F
1.	______	1 2 3 4 5 6 7 8 9 10	____	______
2.	______	1 2 3 4 5 6 7 8 9 10	____	______
3.	______	1 2 3 4 5 6 7 8 9 10	____	______
4.	______	1 2 3 4 5 6 7 8 9 10	____	______
5.	______	1 2 3 4 5 6 7 8 9 10	____	______
6.	______	1 2 3 4 5 6 7 8 9 10	____	______
7.	______	1 2 3 4 5 6 7 8 9 10	____	______
8.	______	1 2 3 4 5 6 7 8 9 10	____	______
9.	______	1 2 3 4 5 6 7 8 9 10	____	______
10.	______	1 2 3 4 5 6 7 8 9 10	____	______

MY GREATEST TALENTS AND ABILITIES INCLUDE . . .				
1.	______	1 2 3 4 5 6 7 8 9 10	____	______
2.	______	1 2 3 4 5 6 7 8 9 10	____	______
3.	______	1 2 3 4 5 6 7 8 9 10	____	______
4.	______	1 2 3 4 5 6 7 8 9 10	____	______
5.	______	1 2 3 4 5 6 7 8 9 10	____	______
6.	______	1 2 3 4 5 6 7 8 9 10	____	______
7.	______	1 2 3 4 5 6 7 8 9 10	____	______
8.	______	1 2 3 4 5 6 7 8 9 10	____	______
9.	______	1 2 3 4 5 6 7 8 9 10	____	______
10.	______	1 2 3 4 5 6 7 8 9 10	____	______

Beliefs About Self

Beliefs	Sources of Validation	Rank
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Self-Descriptors

I would describe myself as being:

1. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

2. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

3. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

4. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

5. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

6. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

7. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

8. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

9. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

10. ______________________ 1 2 3 4 5 6 7 8 9 10 (ideal)
____

☐ ACHIEVING SUCCESS (Session III)

Addition:

General Goal:

Substitute for General Goal 2.

2. Participants will assess their success in goal setting and increase their knowledge of the goal-setting process.

Introduction:

This session continues to increase participants' self-knowledge as they reflect on their degree of goal success, and the scores on their ability and interest measures.

Handouts:

Rating My Goal Success

Goal Planning

Scored Abilities Self-Assessment

Addition: Rating Goal Success

I. Prescriptive Goal:

Participants will judge their goal success and become aware of factors that facilitated or hindered their success.

II. Time Needed:

20 minutes

III. Intervention Strategy:

Distribute Rating My Goal Success. Discuss each item to be rated and have participants rate themselves. Allow those who are willing to share their experiences to do so.

Distribute Goal Planning. An addition to the goal-setting process is the planning of intermediate steps that will be useful to facilitate goal success. This part of the goal-setting process is essential for reaching long-term goals. Remember to encourage but not pressure participants to set school-related goals. The goals set at this time should be longer-term goals, to be reached by Session VI (three weeks).

Abilities Self-Assessment Feedback

Upon completion of the Rating Goal Success activity, the facilitator should continue with the Abilities Self-Assessment Feedback which is found in the Session IV core curriculum.

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Rating My Goal Success

1. I met my goal measurement:

Not at all	Somewhat	Almost	Completely
X	X	X	X

2. I met my goal target date:

Not at all	Very late	Close	On target
X	X	X	X

3. Now that I've thought it over, I think my goal was:

Too easy	Easy	Difficult	Unrealistic
X	X	X	X

4. My motivation to reach my goal was:

Low	Moderately Low	Moderately Strong	Strong
X	X	X	X

List everything that you can remember that helped or hindered your reaching your goal. Put a check (✓) by each one that you did not anticipate.

Obstacles	Helps

Goal Planning

My Goal: ______________________________

I will know when I reach my goal because: ______________________________

____

My target date is: ______________________________

My chance of success is: ________%.

Obstacles that I can foresee are: ______________________________

____

____

To help me reach my goal, I need to get help from: ______________________________

____

____

These are the steps I need to take to reach my goal (plan as many as you will need):

1. ______________________________ Date: __________
2. ______________________________ Date: __________
3. ______________________________ Date: __________
4. ______________________________ Date: __________
5. ______________________________ Date: __________
6. ______________________________ Date: __________
7. ______________________________ Date: __________

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△ ASSERTING ONE'S SELF (Session III)

Suggestion:

Introduction. At this point in the program an extra day-long intensive workshop in cognitive assertiveness identification would be beneficial. Consult Lange and Jakubowski (1976), Chapters 2 and 4, for appropriate structured exercises.

Modification:

Things to Do. Suggest that participants read Butler (1976), Chapter 5, "The Verbal Message: What You Say," pp. 77-102. This provides a good basic definition and explanation of assertiveness. If the book is not readily available to the participants, the chapter can be summarized for oral presentation.

COPING WITH SUCCESS (Session III)

Modification:

Discussion of Lifestyle Interview. Additional questions can be used to further focus on self-imposed and societal limitations on women at work. The following questions also lead to thinking about social change, and how previous life patterns of women are no longer possible or practical:

1. How was the woman you interviewed affected by occupational stereotypes, ideas that a particular job is more suitable for men or for women?
2. How did her ideas about what was an appropriate life pattern for a woman affect her choices?
3. What were her suggestions for a young woman of your age? Are they different from the patterns she actually pursued?
4. Why do you think so many middle-aged women nowadays advise young women to try some life choices which differ from their own?

Addition: My Ideas About Working Women

I. Prescriptive Goal:

Participants will become more aware of their own limiting attitudes about what is appropriate for women in the world of work.

II. Time Needed:

15 minutes to follow Discussion of Lifestyle Interview.

III. Intervention Strategy:

"NOW THAT WE HAVE LOOKED AT THE IDEAS OF THE WOMEN YOU INTERVIEWED, LET'S TAKE A LOOK AT OUR OWN BELIEFS ABOUT WOMEN AND WORK."

Participants are asked to take a sheet of paper and complete the following sentences five times each:

Women should work . . .
Women should not work . . .

Instruct participants not to be concerned with writing down their exact opinion, but simply to write down whatever words come to mind to finish the sentence. They then share in groups of four what they have written.

Ask if the statements represent old sayings that came to mind, or represent their own true feelings about what kind of work and attitudes toward it that women should have.

Pause for discussion.

"NOW LET'S LOOK AT SOME OF OUR MORE GENERAL IDEAS ABOUT WOMEN. LET'S COMPLETE THE FOLLOWING SENTENCES FIVE TIMES EACH, AGAIN FILLING IN WHATEVER WORDS OCCUR TO US:

WOMEN ARE SUPPOSED TO . . .

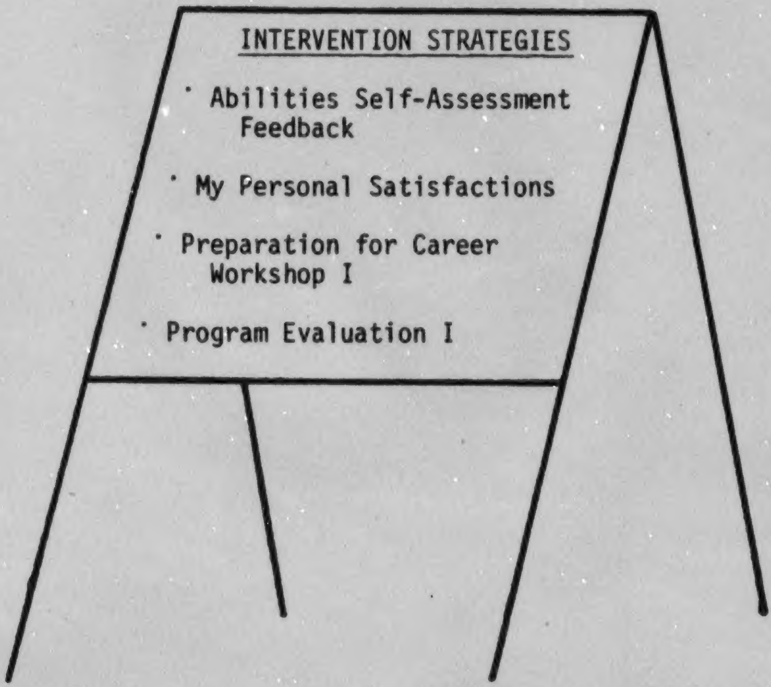
WOMEN ARE NOT SUPPOSED TO . . ."

Allow sufficient time for writing, for sharing in the same groups, and for further discussion.

SESSION IV--

LEARNING ABOUT MY ABILITIES AND VALUES

SESSION IV--LEARNING ABOUT MY ABILITIES AND VALUES



INTERVENTION STRATEGIES

- Abilities Self-Assessment Feedback
- My Personal Satisfactions
- Preparation for Career Workshop I
- Program Evaluation I

- Abilities Self-Assessment Feedback gives the participants an opportunity to compare their own ratings of abilities and skills to objective data obtained from their records.
- My Personal Satisfactions helps participants identify activities or achievements that give them a high degree of satisfaction and explore the relationship that exists between these and career-related satisfactions.
- Preparation for Career Workshop I explains the career workshop format and helps participants to make it a meaningful learning experience.
- Program Evaluation I asks participants to give feedback on specific program components.

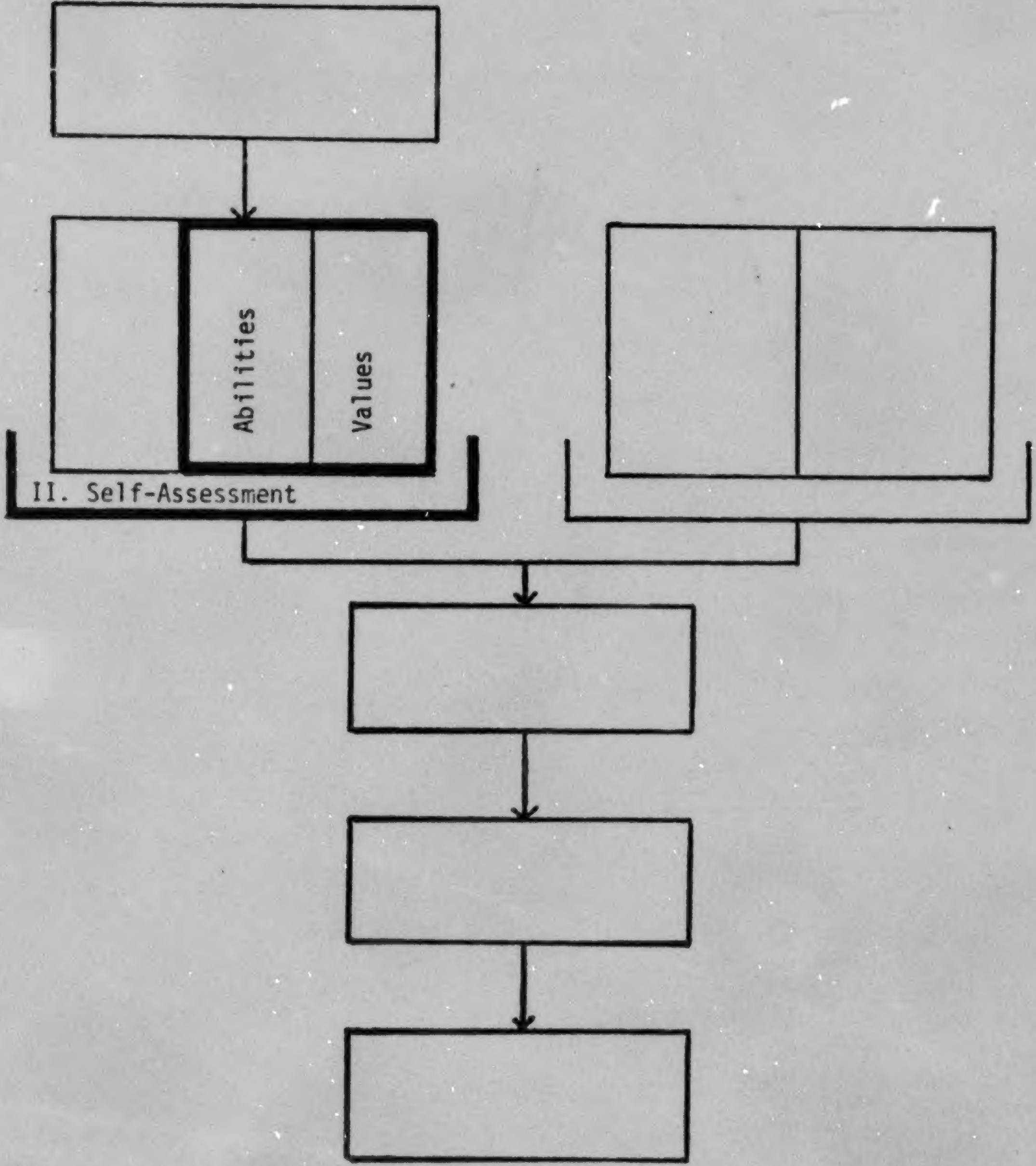
Handouts:

Abilities Self-Assessment (scored)
Personal Satisfactions
Job Satisfactions and Dissatisfactions
Sample Schedule of Speakers for Career Information Workshop I
Career Exploration Guide
Program Evaluation I
Workshop in Careers flyer

Materials:

Pencils
Newsprint, masking tape, watch

PROJECT CHOICE


Abilities
Values
II. Self-Assessment

SESSION IV

General Goals:

1. Participants will learn the similarities and differences that exist between their perceived and measured abilities.
2. Participants will identify sources of personal satisfactions.

Introduction:

Session IV is designed as a continuation of the intervention strategies begun in Session III.

ABILITIES SELF-ASSESSMENT FEEDBACK △ □

I. Prescriptive Goals:

A. Participants will discover the degree of congruence that exists between their self-assessment and objective test scores and other data.

B. Participants will learn to apply this new knowledge to their career exploration.

II. Time Needed:

15 minutes

III. Intervention Strategy:

△ Return scored self-assessment.

⬡ Use any or all of the following questions for discussion:

○ "A. ARE THERE ANY DIFFERENCES BETWEEN YOUR SCORES AND HOW YOU RATED YOURSELF? WHY DO YOU THINK THAT IS?

B. DO YOU HAVE ANY ABILITIES WHICH YOU FEEL YOU WERE NOT ASKED TO ASSESS?

C. CAN YOU SEE A LINK BETWEEN YOUR ABILITIES AND INTERESTS?

D. WHAT DISTINCTION WOULD YOU MAKE BETWEEN THE ABILITIES THAT YOU MIGHT WANT TO INCORPORATE IN A JOB AND THOSE THAT YOU WOULD USE ONLY IN LEISURE TIME ACTIVITIES?"

Stress that "What you are good at is not always what you like to do."

N.B.: *As the discussion progresses, it is worthwhile making two points:*

1) Lifelong learning is for real!

We all do it unconsciously everyday. But more and more people consciously work to acquire new skills or new knowledge.

2) *We are too often afraid to try something new. Yet too many of us put lids on ourselves by being afraid to try something new.*

Three basic concerns block our way:

1) *Will I get hurt?*
2) *Will I fail?*
3) *Will I be accepted?*

"THESE QUESTIONS ARE CENTRAL TO HOW WE APPROACH MANY ASPECTS OF OUR LIVES. PERHAPS WE NEED TO EXAMINE AND MODIFY THE WAY WE ACCEPT CRITICISM, MAKE MISTAKES, REACT TO TEASING AND RIDICULE. SOMETIMES WE ARE SO HUNG UP ON THE FEAR OF FAILURE THAT WE SPEND ALL OF OUR ENERGY WITH THIS UNREASONABLE CONCERN AND NEVER RISK CHANNELING IT INTO THE EXPLORATION OF A NEW FIELD, A NEW EXPERIENCE, A NEW ACTIVITY, A NEW FIELD OF ENDEAVOR. YET TRYING SOMETHING NEW IS REALLY THE ONLY WAY TO DEVELOP NEW INTERESTS OR TO EXPAND OUR ENJOYMENT OF PRESENT INTERESTS."

Pause for discussion.

MY PERSONAL SATISFACTIONS

I. Prescriptive Goals:

A. Participants will identify those activities in their lives which give them a high degree of satisfaction.

B. Participants will learn the relationship that exists between sources of personal satisfactions and career-related satisfactions.

II. Time Needed:

45 minutes

III. Intervention Strategy:

⬡ Ask students to form groups of four or five.
Hand out Personal Satisfactions grid.

"I WOULD LIKE YOU TO RECALL SATISFYING OR SUCCESSFUL EXPERIENCES THAT YOU HAVE HAD IN YOUR LIFE. THEY MAY HAVE OCCURRED AT HOME, AT SCHOOL, OR WITH FRIENDS. FOR EXAMPLE, YOU GOT A B+ IN A SUBJECT WHERE YOU HAD BEEN HAVING SERIOUS PROBLEMS OR YOU WERE CHOSEN FOR A PART IN THE SCHOOL PLAY, OR YOUR MOM SAID SOMETHING REALLY SPECIAL TO YOU. WHEN YOU HAVE THOUGHT OF FOUR OR FIVE OF THESE, WRITE THEM DOWN ON THE LEFT SIDE OF THE GRID."

Pause three to four minutes while participants write down experiences.

"NOW READ THE 'REASONS' WHY THESE EXPERIENCES MIGHT HAVE BEEN SATISFYING AND CHECK (✓) AS MANY REASONS AS ARE APPROPRIATE

OR RELEVANT FOR EACH. ONCE YOU HAVE FINISHED THIS, ADD UP THE NUMBER OF TIMES EACH 'REASON' WAS CHECKED. EACH SCORE COULD BE ANYWHERE FROM 0 TO 5."

Pause two to three minutes while participants complete task.

"WERE ANY OF YOU SURPRISED AT THE FACTORS YOU FREQUENTLY IDENTIFIED AS BEING IMPORTANT TO YOU IN TERMS OF EXPERIENCING PERSONAL SATISFACTIONS?"

Pause for answers.

"BEFORE DOING THIS EXERCISE, WOULD YOU HAVE PICKED THOSE FACTORS AS ONES THAT WERE ESPECIALLY IMPORTANT TO YOU?"

Pause for answers.

"IT'S FASCINATING TO REALIZE THAT SIMILAR SATISFYING EXPERIENCES MAY BE BASED ON VERY DIFFERENT REASONS FOR THAT SATISFACTION. FOR EXAMPLE, DID ANY OF YOU MENTION WINNING AN ELECTION AS ONE OF YOUR SATISFYING EXPERIENCES? WOULD YOU SHARE THE REASONS YOU CHECKED?"

Pause.

"WHO ELSE MENTIONED THAT TYPE OF EXPERIENCE BUT GAVE DIFFERENT REASONS? WHAT REASONS DID YOU LIST?"

Pause.

"THESE DIFFERENCES ARE PART OF OUR UNIQUENESS AND PART OF WHAT WE NEED TO KNOW IN ORDER TO MAKE THE VERY BEST CAREER AND LIFESTYLE DECISIONS FOR OURSELVES IN THE FUTURE. IT'S NOT NECESSARY TO CHANGE YOURSELF, BUT IT IS NECESSARY TO KNOW YOURSELF IN ORDER TO MAKE THE MOST OF THE OPTIONS THAT LIFE OFFERS."

Each of the "reasons" for satisfaction reflect a specific value. Current values in turn suggest the types of careers/work most likely to lead to job satisfactions. The corresponding values are: 1. and 4. Knowledge; 2. Challenge; 3. Order; 5., 10., 17. and 19. Relating; 6. and 14. Independence; 7. Achievement; 8. Social Service; 9. Creativity; 11. Prestige; 12. Leadership; 13. Beauty; 15. Economic Reward; 16. Variety; 18. Endurance. Use these for discussion.

"NOW THAT YOU HAVE IDENTIFIED YOUR PERSONAL SOURCES OF SATISFACTION AND SOME VALUES, LET'S THINK ABOUT THE JOB SATISFACTIONS AND DISSATISFACTIONS THAT I ASKED YOU TO THINK ABOUT FOR TODAY. IF YOU DIDN'T REMEMBER TO DO THIS OR WERE NOT HERE LAST TIME, JUST WORK AS BEST YOU CAN NOW."

Hand out Satisfaction and Dissatisfaction and allow time for completion.

"FOR NOW, PLEASE FOLD BACK THE RIGHT-HAND COLUMN. I AM GOING TO ASK EACH GIRL TO READ HER COLUMN OF SATISFACTIONS (THE MIDDLE COLUMN). THE OTHER GIRLS IN YOUR GROUP CAN HELP YOU IDENTIFY OCCUPATIONS WHICH SEEM LIKELY TO INCLUDE AS MANY OF THESE SATISFACTIONS AS POSSIBLE AS REWARDS. LET'S TAKE

AN EXAMPLE: 'HELPING PEOPLE.' OCCUPATIONS COULD INCLUDE DOCTOR, TEACHER, SOCIAL WORKER, LIFE INSURANCE SALESPERSON, TAX ACCOUNTANT, PHYSICAL THERAPIST, LAWYER, ETC. THE IDEA AT THIS POINT IS TO GET A LIST OF AS MANY OCCUPATIONS THAT FIT AS POSSIBLE. WE'LL BEGIN TO NARROW IT DOWN LATER. USE THIS PAPER TO MAKE YOUR LIST."

Hand out plain paper.

Pause five to six minutes.

"NOW GO DOWN YOUR LIST OF DISSATISFACTIONS AND SHARE WITH YOUR GROUP THE THREE OR FOUR THAT SEEM MOST IMPORTANT FOR YOU. THE GROUP CAN HELP YOU IDENTIFY THOSE OCCUPATIONS LEAST LIKELY TO INCLUDE THESE DISSATISFACTIONS. THERE MAY VERY WELL BE SOME REPEATS FROM THE FIRST LIST BUT REALLY TRY TO STRETCH YOUR IMAGINATION TO RECONSIDER WHAT YOU MAY ALREADY SPECULATE ABOUT CERTAIN OCCUPATIONS."

Pause.

"NOW, USING BOTH YOUR OWN LIST AND ANYTHING YOU HEARD FROM OTHERS THAT YOU FELT WAS RELEVANT, COME UP WITH A LIST OF YOUR FIVE MOST IMPORTANT SATISFACTIONS (I.E., THOSE YOU REALLY BELIEVE SHOULD BE INCLUDED IN AN OCCUPATION YOU'D CHOOSE)."

Pause.

"TAKE THE LIST AND IDENTIFY EACH AS BEING MORE RELATED TO EITHER PEOPLE, IDEAS, OR THINGS."

Pause while participants complete the task.

"SHARE THESE WITH THE GROUP."

Pause for three to four minutes.

"NOW LET'S TAKE THIS LIST OF OCCUPATIONS AND COMPARE IT TO THE OTHER ONE WE FINISHED EARLIER. ARE THERE ANY DUPLICATIONS? EACH GIRL CAN HAVE HER GROUP HELP HER IDENTIFY WHAT THESE OCCUPATIONS HAVE IN COMMON (COMMON INTERESTS, COMMON SATISFACTIONS)."

After groups have completed the task, encourage comments or discussion from the total group.

PREPARATION FOR CAREER WORKSHOP I ○

I. Prescriptive Goals:

A. Participants will understand the format of the scheduled workshop.

B. Participants will be adequately prepared to make the workshop a meaningful learning experience.

C. Participants will be advised to investigate occupations they had not heard about previously.

II. Time Needed:

25 minutes

III. Intervention Strategy:

△ Announce:

"ON_______________ FROM_______________, WE
(DATE) (TIME)

HOPE TO SEE ALL OF YOU AND YOUR PARENTS AT THE CAREER WORKSHOP. HERE IS SOME INFORMATION:

1. OVER (NUMBER) WOMEN IN MANY CAREER FIELDS WILL BE THERE TO SPEAK WITH YOU.
2. FIRST EACH SPEAKER WILL TALK ABOUT HER OCCUPATION FOR ABOUT FIVE MINUTES, FOLLOWED BY QUESTION-AND-ANSWER PERIODS.
3. GROUPS WILL BE SMALL SO THAT YOU WILL HAVE A CHANCE TO TALK WITH THE SPEAKERS PERSONALLY.
4. SEVERAL SPEAKERS WILL BE SCHEDULED SIMULTANEOUSLY, ALLOWING YOU TO PICK AND CHOOSE.

5. THE WORKSHOP WILL BE INFORMAL.

6. PARENTS ARE INVITED.

7. YOU ARE URGED TO COME AND GET THE INFORMATION YOU NEED FROM THE PEOPLE WHO HAVE IT TO GIVE.

8. IT IS A CHANCE TO EXPLORE CAREERS ABOUT WHICH a. YOU HAVE ALREADY EXPRESSED AN INTEREST, b. YOU HAVE NEVER CONSIDERED OR c. YOU HAVE NO KNOWLEDGE WHATSOEVER."

Hand out the list of speakers, if possible with the appropriate SDS code next to each speaker's name and occupation.

"WHAT SPEAKER WOULD YOU LIKE TO MEET?"

Have each participant share her answers.

"WHICH SPEAKERS HAVE SDS CODES SIMILAR TO YOURS?

WHAT DO THE CODES INDICATE ABOUT THE KINDS OF PEOPLE WHO ARE IN VARIOUS OCCUPATIONS?"

Pause.

"YOU CAN LEARN A LOT ABOUT YOURSELF AND OCCUPATIONS BY EXPLORING THINGS YOU WOULD NOT HAVE THOUGHT OF. OF COURSE, YOU'LL WANT TO HEAR ABOUT AN OCCUPATION THAT YOU KNOW ABOUT AND ARE INTERESTED IN BUT IT IS ALSO IMPORTANT TO USE THIS WORKSHOP TO LEARN ABOUT OCCUPATIONS THAT ARE NEW TO YOU.

PLEASE CHOOSE AT LEAST FOUR OCCUPATIONS:

ONE THAT YOU ARE REALLY INTERESTED IN, ONE THAT YOU'D LIKE MORE INFORMATION ABOUT, ONE YOU'VE NEVER HEARD OF AND ONE YOU WOULD NEVER CONSIDER GOING INTO. PLEASE USE THIS WORKSHOP FOR THE PURPOSE OF BROADENING YOUR IDEAS AND REALITY-TESTING SOME OF YOUR PLANS."

Discuss how each participant can use the workshop to increase her ideas of what is possible.

"WE'VE DESIGNED A QUESTIONNAIRE FOR YOU TO USE. AS YOU CAN SEE, IT INCLUDES QUESTIONS COVERING MANY OF THE TOPICS WE HAVE ALREADY DISCUSSED AS WELL AS THOSE WE'LL BE EXPLORING LATER. LET'S FAMILIARIZE OURSELVES WITH THIS QUESTIONNAIRE THOROUGHLY."

Go through the Career Exploration guide with participants. Suggest that they ask some of these questions of the people they know, so they will be able to get an idea of which questions give them the information in which they are most interested. Discuss which particular areas they would like to find out about. Hand out flyer for the workshop.

PROGRAM EVALUATION I △

I. Prescriptive Goal:

Participants will evaluate specific segments of the program.

II. Time Needed:

10 minutes

III. Intervention Strategy:

"BEFORE WE LEAVE TODAY, I WOULD LIKE YOU TO COMPLETE THIS EVALUATION OF THE PROGRAM. YOUR ANSWERS DO NOT NEED TO BE LONG, BUT IT WILL BE USEFUL TO ME IF YOU CAN BE AS SPECIFIC AS POSSIBLE."

Handouts for Session IV

Personal Satisfactions 257

Job Satisfactions and Dissatisfactions 258

Sample Schedule of Speakers 259

Career Exploration Guide 261

Program Evaluation I 263

Workshop in Careers flyer 264

PROJECT CHOICE

Personal Satisfactions

						Total
1. Learn something new.						
2. Do something I wasn't sure I could do.						
3. Successfully plan and organize something.						
4. Use my knowledge, insight, or reasoning.						
5. Work with others.						
6. Make my own decisions.						
7. Do my very best.						
8. Help other people.						
9. Create something new.						
10. Develop good relationships/friendships.						
11. Earn the respect of others.						
12. Influence the behavior of others.						
13. Create something beautiful.						
14. Do my own thing.						
15. Receive money/an award for my achievement.						
16. Do something I had never done before.						
17. Work for someone whom I admired.						
18. Persist until the task was completed.						
19. Make others proud of me.						

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________
17. ____________
18. ____________
19. ____________

Directions: On the lower left-hand side, write five things you did which gave you a lot of satisfaction. Then check one or more of the reasons why it gave you satisfaction.

PROJECT CHOICE

Job Satisfactions and Dissatisfactions

List 10 occupations you know about and list one satisfaction and one dissatisfaction you could get from the job.

	OCCUPATION	SATISFACTION	DISSATISFACTION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

PROJECT CHOICE

Sample Schedule of Speakers

for Career Information Workshop I

Time	Code	Occupational Specialty	Speaker's Affiliation
2:00-2:30	ISA	Psychiatry	University Hospital
2:00-3:30	ESC	Production Control Management	Industrial Corporation
	EAS	Law	Private Practice
	IRC	Pilot	Hobby
	SEI	Early Childhood Care	Director, Day Care Center
	SIA	Medical Surgical Nursing	Faculty, State University
	ISC	Medical Technology	School of Medical Technology
	IRE	Dentist	Private Practice
	ISA	Pediatric Hematology	University Hospital
	IRS ECS	Veterinary Medicine/Business Owner	Animal Emergency Center
	ISA	Clinical Psychology	University Hospital
	ISR	Health Educator	Health Museum
	SIA	Psychiatric Nursing	Faculty, School of Nursing
	IRS	Veterinary Technology	Animal Emergency Center
	SEC	Social Work	Director of Social Work, Hospital
	CSI	Bookkeeping and Office Management	Administrative Assistant, Department of Education
	ESA	Securities Analyst	Stockbroker
	AES	Communication Management	Office Manager, TV Station
	AIS	Journalism	Columnist, City Newspaper
	SEI	Teacher Education	Department of Education
	AES	Performer - Opera	Institute of Music
	CIS	Contract Analysis	Department of Defense
	IRE	Polymer Science	School of Engineering
	IRE	Clinical Engineering	School of Engineering
	IES	Research and Evaluation	Social Services, University Hospital
	IRA	Biostatistics	Biometry Department
	AIR	Architecture/Urban Planning	Private Industry
	SAE	Community Service (Volunteer)	Homemaker
	ESC	Employment Consultant	Employment Agency
	ESI	Director, Compensation and Benefits	Trade Union Officer
3:30-5:00	ECS	Real Estate	Realty Company
	ESC	Marketing Communication Management	Corporation
	AIR	Architecture/Urban Planning	Private Industry
	SIA	Psychiatric Nursing	Faculty, School of Nursing
	EAS	Corporate Law	Private Industry

Time	Code	Occupational Specialty	Speaker's Affiliation
3:30-5:00	EAS	Law (Public Service)	City Prosecutor
	SAI	Ministry	Christian Community
	SAE	Modern Language	Modern Language & Literature Department
	IRE	Dentistry	Private Practice
	IRS	Veterinary Medicine	Animal Clinic
	ISA	Clinical Psychologist	University Hospital
	SIE	Nutrition	Faculty, Department of Nutrition
	SIR	Physical Therapist	Director of Physical Therapy, University Hospital
	ISA	Pediatric Medicine	Intensive Care Unit, University Hospital
	SIA	Maternity Nursing	University Hospital
	SIA	Psychiatric Nursing	Faculty, School of Nursing
	ISA	Educational Psychologist	Department of Education
	SEC	Social Work	Director of Social Work, Hospital
	ESA	Securities Analyst	Private Industry
	ESC	Corporate Recruiting	Private Industry
	ESC	Office Management	Communications Industry
	CES	Management	Private Industry
	ESC	Communication Management	Communications Industry
	ESC	Employment Counseling	Employment Agency
	AES	Public Relations	National Aeronautic and Space Administration
	SEI	Educational Administration	Department of Education
	AIR	Visual Arts	Director, Visual Arts League
	IRE	Aerospace Engineering	National Aeronautic and Space Administration
	IAR	Research Chemist	University
	IRE	Engineering and Technical Writing	Engineering Design Center
	SIA	Public Health Services Administration	Assistant Director, American Red Cross

PROJECT CHOICE

Career Exploration Guide

1. Career Ideas:

Where did your ideas come from: Observation? Activities? Influences?

Where did you first get the idea for your present career?

What made you certain about your choice?

What kind of experiences were useful in helping you decide?

2. Abilities: Including personal characteristics

What personal qualities and abilities seem most important to be successful in your field?

3. Requirements: Education, specialized training, or experiences

What school subjects contributed most to your choice of occupation and provided the necessary skills?

What experiences were useful in preparing for this job?

What education or training is required?

4. Earnings and Benefits:

About how much money could a person expect to make who is just starting this job? After several years? Is there much room for advancement?

Are there any other benefits attached such as hospitalization or travel?

5. Personal Satisfactions:

How do you feel about your work?

What is your greatest satisfaction in your job? Can you tell about a recent occasion which was satisfying for you on the job?

Are there some unpleasant features about your job that would be useful for me to know about? Is there something you would like to change about your job if you could?

6. Daily Life on the Job:

Can you describe a typical day on your job and the kinds of things you do? How do you spend most of your time?

7. Occupation and Lifestyle:

Briefly tell us how you timed your career training in relation to your personal and family life. Did you choose to be single? Did you establish yourself in your career first and have children later, or did you have children first and return to work or to a new type of career?

How does your job affect your personal life?

How does your personal and family life affect your job commitment?

PROJECT CHOICE

Program Evaluation I

Please evaluate Sessions I through IV.

1. Specific exercises I found most interesting for getting to know others.
2. Exercises which were useful for assessing my career interests . . .
3. Exercises I found less useful . . .

   Why? ______________________________

4. Discussions which were of interest . . .
5. Discussions which were not of interest to me . . .

   Why? ______________________________

6. I have been disappointed that . . .
7. I have been pleased about . . .
8. In future sessions, I hope to ______________________________

...Public Relations ... Veterinary Medicine...

Business...

...Social Science Research...Religion...

...Physical Therapy...

Ever Wonder What the World Has to Offer You

Project Choice

Come to the First Ever!

Workshop in Careers

THIS IS YOUR CHANCE...

MEET AND INTERACT WITH
WOMEN IN OVER 40 DIFFERENT
CAREER AREAS.

ASK SOME QUESTIONS...
GET SOME ANSWERS....

Sunday Nov. 6th → 2:00-5:00

Find Out!

...Law...Management...Banking...

...Nutrition...

...Dentistry...Nursing...

...Employment Counseling...

PARENTS INVITED!

THWING STUDENT CENTER, C.W.R.U.

Special Group Changes for Session IV

Defining and Valuing One's Self 267

Achieving Success 273

Asserting One's Self 279

Coping with Success 281

○ DEFINING AND VALUING ONE'S SELF (Session IV)

Suggestions:

Abilities Self-Assessment Feedback. This activity should be the first activity of the fourth session. In presenting this particular activity, special precaution should be taken to emphasize that in many instances the student was too hard on herself in rating her abilities. The facilitator can also lead a discussion regarding various strategies which people frequently use to maintain positive views of their abilities and, in turn, positive self-images. According to Hamachek (1978), such strategies include:

Compensation: placing additional effort on an area of weakness or choosing to excel in an area of strength.

Selection of personal values: prizing those abilities which one possesses rather than focusing on and valuing those abilities in areas of personal weakness.

Selection of personal standards: defining success and achievement in terms that are realistic for the individual.

Prior to Session Four, the facilitator, while reviewing the assessment sheets, should note the number of the participants who tend consistently to underrate themselves. In such instances, the group leader has the opportunity to highlight the fact that the participant has much greater talent or ability than she is willing to acknowledge.

On a few occasions, the facilitator will observe inflated self-evaluations. While the group leader will not want to reinforce unrealistically high self assessments, pointing out such discrepancies to a special group participant may be problematic since such discrepancies may represent a needed defense.

Addition: What I Value

I. Prescriptive Goals:

A. Participants will clarify their own values and expand on those values identified in the Personal Satisfaction activity.

B. Participants will recognize the relationship between personal values and occupations.

C. Participants will experience individual differences in personal values.

II. Time Needed:

30 minutes

III. Intervention Strategy:

For this activity, ask participants to form groups of four. Hand out a What I Value sheet to each participant.

> "IN THE PERSONAL SATISFACTION ACTIVITY, WE IDENTIFIED THOSE ACTIVITIES FROM WHICH WE DERIVE SATISFACTION AND THE VALUES WHICH ARE REPRESENTED BY THOSE SATISFACTIONS. NOW, LET'S LOOK AT SOME OCCUPATIONS AND ATTEMPT TO IDENTIFY WHAT POSSIBLE SATISFACTIONS COULD BE DERIVED FROM EACH. IN YOUR GROUPS, YOU WILL HAVE ONE MINUTE TO BRAINSTORM TEN OCCUPATIONS. BE SURE THAT EACH OF YOU WRITES DOWN ALL OCCUPATIONS AS THEY ARE CALLED OUT. BY THE END OF THE SIXTY-SECOND PERIOD, EACH MEMBER OF THE GROUP SHOULD HAVE THE SAME LIST OF OCCUPATIONS."

Pause for questions.

Pause one minute.

"NOW THAT YOU EACH HAVE A LIST OF OCCUPATIONS THAT YOUR GROUP HAS COLLECTIVELY DEVELOPED, IT'S TIME FOR EACH OF YOU TO WORK INDEPENDENTLY IN THIS SECOND PHASE. IN THE COLUMN LABELED 'SATISFACTION' I WOULD LIKE EACH OF YOU TO IDENTIFY WHAT YOU PERSONALLY WOULD FIND SATISFYING ABOUT EACH OF THE OCCUPATIONS LISTED. FOR EXAMPLE, IF 'TRUCK DRIVING' WERE ONE OF THE OCCUPATIONS THAT I LISTED, I WOULD WRITE 'INDEPENDENCE' IN THE SATISFACTION COLUMN BECAUSE I WOULD FIND THE INDEPENDENCE ASSOCIATED WITH TRUCK DRIVING TO BE PERSONALLY SATISFYING. AFTER IDENTIFYING ONE SATISFACTION FOR EACH OCCUPATION, IDENTIFY ONE ASPECT OF EACH OCCUPATION THAT YOU WOULD FIND THE MOST DISSATISFYING. ARE THERE ANY QUESTIONS?"

Pause.

Circulate among the groups providing assistance if needed during the ten to fifteen minutes that should be allowed for completing this task.

"IF EVERYONE HAS COMPLETED THE LISTS OF SATISFACTIONS AND DISSATISFACTIONS, I'D LIKE YOU NOW TO COMPARE EACH OF YOUR RESPONSES WITH THE OTHER THREE MEMBERS IN YOUR GROUP. EACH TIME ALL FOUR

OF YOU HAVE IDENTICAL RESPONSES FOR A SATISFACTION OR A DISSATISFACTION, PLEASE CIRCLE THAT RESPONSE."

Pause five to ten minutes.

"NOW, I'D LIKE ONE MEMBER FROM EACH GROUP TO COUNT AND REPORT TO THE ENTIRE GROUP HOW MANY TIMES YOUR SMALL GROUP WAS IN TOTAL AGREEMENT ABOUT EITHER THE MOST SATISFYING OR DISSATISFYING ASPECT OF AN OCCUPATION."

Of the twenty opportunities for total agreement (ten satisfactions and ten dissatisfactions), few if any groups will report being in total agreement in more than two or three instances. At this point, the group leader can either use discovery learning methods or a brief lecture to highlight and explain why there was so little agreement among group members. As in the preceding activity, My Personal Satisfactions, this activity and the responses elicited in the process reflect the unique value hierarchies of each individual.

"AS WE HAVE JUST SEEN, THERE WERE FEW INSTANCES WHERE ALL FOUR MEMBERS OF A GROUP AGREED. THIS LACK OF AGREEMENT RESULTED FROM THE FACT THAT EACH OF YOU DIFFER IN THE DEGREE OF VALUE THAT YOU PLACE ON CERTAIN ASPECTS OF OCCUPATIONS. FOR SOME OF YOU, IT MAY BE VERY IMPORTANT THAT YOU HAVE THE OPPORTUNITY TO HELP OTHERS; FOR OTHERS, FINANCIAL SECURITY MAY BE MOST IMPORTANT WHILE INDEPENDENCE MAY BE THE ESSENTIAL INGREDIENT FOR STILL OTHERS. BEING A PHYSICIAN MIGHT

PROVIDE ALL THREE THINGS BUT THREE DIFFERENT INDIVIDUALS COULD SELECT A CAREER AS A PHYSICIAN BECAUSE EACH VALUED ONE OF THESE ASPECTS OF THE CAREER MOST HIGHLY. IT IS VERY IMPORTANT THAT EACH OF US IDENTIFIES AS BEST WE CAN THOSE THINGS OR CONDITIONS THAT WE VALUE MOST AND USES THE KNOWLEDGE OF OUR VALUES AS WE EXPLORE VARIOUS CAREERS. FOR EXAMPLE, IF I VALUED INDEPENDENCE MUCH MORE HIGHLY THAN FINANCIAL SECURITY, I WOULD NOT BE HAPPY OR SATISFIED BY A CAREER THAT REQUIRED MY PUNCHING A TIMECLOCK REGARDLESS OF WHAT SALARY ACCOMPANIED THAT CAREER.

I WOULD LIKE EACH OF YOU TO TAKE A FEW MINUTES TO REVIEW YOUR SATISFACTIONS AND DISSATISFACTIONS AND LIST AT THE BOTTOM OF YOUR WORKSHEET FIVE THINGS WHICH YOU VALUE MOST AND FIVE THAT YOU VALUE LEAST.

Pause five to ten minutes.

The group leader concludes this activity by having participants share their lists. If time permits, the group can explore the various ways in which their identified values are currently influencing their day-to-day decisions.

What I Value

List 10 occupations you know about and list one satisfaction you could get from the job. Then list one dissatisfaction you could get from the job.

	Occupation	Satisfaction	Dissatisfaction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

I Value Most:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

I Do Not Value:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

☐ ACHIEVING SUCCESS (Session IV)

Addition:

General Goal:

Participants will begin to understand three types of motivation and the behaviors related to them.

Introduction:

This session increases participants' skills in the goal-setting process and continues the building of the participants' self-knowledge through self-rating of three types of motivation.

Handouts:

Rating My Goal Success (see Session III)

Goal Planning (see Session III)

Motivation Self-Assessment

Addition: Motivation Self-Assessment

I. Prescriptive Goals:

1. Participants will begin to understand three motivation types: achievement, affiliation, and power.
2. Participants will begin to apply the three types of motivation to their own behavior.

II. Time Needed:

15 minutes

III. Intervention Strategy:

"AT THE TOP OF THIS SHEET ARE DEFINITIONS OF THREE TYPES OF MOTIVATION. THESE ARE CONSIDERED TO BE THE THREE DOMINANT MOTIVATIONS WHICH INFLUENCE OUR BEHAVIOR. ANOTHER INFLUENCE ON OUR BEHAVIOR IS THE SITUATION WE ARE IN SO THAT IF YOU'RE WITH FRIENDS, YOUR BEHAVIOR MAY REFLECT A DIFFERENT TENDENCY THAN IF YOU'RE IN CLASS. WHILE OUR MOTIVATION STYLES ARE GENERALLY FAIRLY CONSISTENT, OUR ACTIONS ARE ALSO INFLUENCED BY A SITUATION. IT IS POSSIBLE TO CHANGE A MOTIVATION IF YOU ARE WILLING TO WORK AT IT.

READ THREE DEFINITIONS."

Pause for one minute.

"DOES THE FIRST ONE SOUND FAMILIAR? THE GOAL-PLANNING STEPS WE'VE BEEN USING

FOLLOW THE ACHIEVEMENT MOTIVATION DEFINITION. 'AFFILIATION' IS EASY TO UNDERSTAND. A PERSON HIGH IN THAT MOTIVE CARES MORE ABOUT HER RELATIONSHIP WITH OTHERS THAN ANY GOAL OR JOB AT HAND.

POWER MAY BE USED HERE IN A DIFFERENT WAY THAN YOU'RE USED TO USING THAT TERM. POWER CAN BE EITHER POSITIVE OR NEGATIVE, DEPENDING ON THE GOAL INTENDED. ANY PERSON WHO TRIES TO INFLUENCE THE BEHAVIOR OF ANOTHER PERSON IS USING A POWER MOTIVE. IN ADDITION, ANYTHING THAT YOU DO FOR ANOTHER PERSON, WHEN YOU'RE NOT ASKED, IS ALSO A POWER ACTION. THIS INCLUDES UNSOLICITED ADVICE.

IF YOU THINK ABOUT THIS A MINUTE, YOU MAY BE USING POWER MORE THAN YOU'VE REALIZED. NOW TAKE A FEW MINUTES AND RATE YOURSELF ACCORDING TO THE DESCRIPTIONS OF THE BEHAVIORS AT THREE LEVELS FOR EACH MOTIVE."

Pause for five minutes.

"LET'S THINK ABOUT OUR MOTIVE LEVELS IN RELATION TO CAREERS. A PERSON WHO HAS A 'PEOPLE' JOB SUCH AS A PSYCHOLOGIST OR A REALTOR SHOULD HAVE AT LEAST A MODERATE AFFILIATION MOTIVE

LEVEL TO ENJOY THAT KIND OF WORK. ON THE OTHER HAND, A WRITER WOULD LIKELY BE LOW IN THAT MOTIVE. CAN YOU THINK OF SOME JOBS WHERE A HIGH POWER MOTIVE IS USEFUL?"

Pause for discussion. Possible examples are business persons, teachers, principals, and office managers.

"WHAT ABOUT ACHIEVEMENT? WHAT CAREERS WOULD REQUIRE THAT MOTIVE?"

Pause for discussion. Some examples are salespersons, business persons, dentists, and doctors who have their own practices.

"AS YOU CAN SEE, SOME CAREERS CAN REQUIRE MORE THAN ONE KIND OF MOTIVATION STRENGTH. NOW THINK ABOUT SOME OF THE CAREERS YOU'RE CONSIDERING AND YOUR MOTIVATION LEVELS. DO YOU THINK THEY MATCH?"

Pause for discussion.

"ONE OF THE REASONS WE'VE BEEN WORKING ON THE GOAL-SETTING PROCESS, OR ACHIEVEMENT MOTIVATION, IS BECAUSE THAT MOTIVE, AT A HIGH OR MODERATE LEVEL, IS USEFUL FOR SUCCESS IN ALMOST ANY CAREER. IT'S ALSO IMPORTANT TO STRENGTHEN YOUR ACHIEVEMENT LEVEL TO HELP INSURE YOU CAN REACH YOUR CAREER GOAL."

ACHIEVING SUCCESS

Motivation Self-Assessment

Introduction: A person's behavior is influenced by at least three basic motivations: achievement, affiliation, and power (McClelland, 1970; Harris, 1971). These motivations are defined as:

1. Achievement: the need to set high personal standards, long-term goals, a desire to take moderate risks and to use feedback to modify behavior.
2. Affiliation: the need to interact with and be accepted by other people.
3. Power: the need to influence or control other peoples' behavior for either one's own aims or for the good of others -- to be a leader.

Directions: Typical behavior of persons with strong, moderate and low levels of the three motivations is described below. Decide which behavior is most like you and place an "X" on each scale.

	Strong	Moderate	Low
Achievement.	Takes personal responsibility, moderate risks; uses feedback.	Seeks jobs; is dependable; gives good performance.	Does only what is required by the situation.
	X X	X	X X
Affiliation.	Relationship with others most important aspect of work; seeks friendliness from others	Sensitive to others' feelings; enjoys frequent interaction with others; likes "people" jobs.	Prefers to work alone; has only a few close friends.
	X X	X	X X
Power.	Is forceful and dominating, seeks leadership; jobs with decision-making powers.	Has self-control of behavior; seeks recognition from others; likes to give advice.	Avoids opportunities to influence others; prefers that someone else makes decisions.
	X X	X	X X

ASSERTING ONE'S SELF (Session IV)

Suggestions:

Giving and Receiving Compliments. The basic sequence of Session IV is followed, but an initial exercise is added and other activities are carried out in a shortened form. The added activity allows participants to experiment with the idea of being modest about their accomplishments versus acknowledging their own strengths. Lange and Jakubowski's (1976, p. 74) exercise, "Giving and Receiving Compliments," is utilized to start the session. In this exercise participants practice acknowledging compliments graciously rather than protesting or disowning them. The goal of this exercise as well as that of the other modifications of Session IV is to experience behavior which acknowledges strengths.

Things to Do. Suggest that participants read Butler, Chapter 6, "The Nonverbal Message: How You Say It," pp. 103-122, for the next group session after the career workshop, when this concept will be practiced.

Modifications:

Abilities Self-Assessment Feedback. After completion of this exercise as described in Session IV, participants are asked to think of three strong points they possess. Then, moving around the room, each participant is encouraged to exchange this information with at least three other members of the group. Participants are reminded to maintain eye contact and state the information in a pleasant assertive manner. Afterwards, participants are asked to give each other positive feedback about their assertive behaviors.

Preparation for Career Workshop I. The Career Exploration Guide is utilized to provide more practice in acknowledging strengths as well as an opportunity to further differences between a sincere and honest acknowledgement of strengths and obnoxious and aggressive bragging. This differentiation is very important for high school women because they often tend to confuse the two, and behave in an extremely non-assertive manner about their own abilities in order to avoid the socially undesirable behavior of bragging. As a consequence of this fear, they are sometimes modest about their abilities to a degree which hampers their achievement. The goal of this exercise is not to encourage them to be boastful but to utilize this behavioral exploration as an opportunity to discuss what is involved in honesty. Hopefully, through this exploration, they will realize that "honesty" can include the acknowledgement of strengths as well as of weaknesses, and that extreme disowning of strengths is no more honest than bragging.

Ask participants to team up to form groups of four and to take turns being the interviewer and the person being interviewed. The latter is instructed to pretend to be some well-known character such as TV's Bionic

Woman. The interviewer asks questions about her abilities as stated in the Career Exploration Guide. Each participant being interviewed gets two opportunities to answer the question. The first time she is instructed to brag as obnoxiously and aggressively as possible; the second time she is to state her abilities in an assertive manner which is neither exceedingly humble nor exceedingly boastful.

The others in the group then give feedback as to how they perceived the participant's statements. This feedback is informative. Often participants think they are being obnoxious when they appear assertive to others, or that they are being assertive when others perceive them as non-assertive or aggressive.

COPING WITH SUCCESS (Session IV)

Modifications:

Abilities Self-Assessment Feedback. It is quite natural that this activity of acknowledging one's abilities is likely to arouse fears about excelling. If one distinguishes oneself academically above the level of one's peers, they may become angry and envious. It is suggested that participants write three things they feel they are good at on the front page of their abilities sheet. This usually arouses comments about the difficulty of this task, or embarrassment at "tooting one's horn." This provides an opportunity to share and explore feelings about the fear of acknowledging one's capacities.

At this point it may be useful to locate the problem using feedback from friends. Does the problem of dealing with the envy of peers belong to the individual? Is she oversensitive to the reactions of others? Or is the situation at the school a highly competitive one where students act out their anger at people who excel? In the first case, the individual needs the experience of knowing that a friend feels good about her successes (can give her "safe passage," permission that it is okay). This can sometimes be arranged within the group by asking a participant who is a good friend to write the three items for another participant who is finding this difficult.

If, on the other hand, vicious competition is a way of life in your school, then it is appropriate to discuss together ways of coping with the pressure not to excel, and with the angry reactions of others.

It is worthwhile to focus on the first question of the intervention strategy which asks them to think about how their actual scores and their self-ratings differed, for a good long time, and to encourage each participant to respond individually. Is it characteristic of them to overestimate or to underestimate their abilities? What can they learn from this? One participant noticed that she had repeatedly underestimated her abilities and from this realized, "I set my sights too low," in many of the things she did. Other participants commented on the fact that they were not achieving up to their abilities. This can provide a good opportunity to discuss their ideas about why they do not do as well as they might. The answers are varied and individual.

Modification:

My Personal Satisfactions. After participants have added up the reasons for their satisfactions, instruct them to make a list of the three to five most mentioned reasons, according to their chart. If the group is small, ask each participant to share her list of reasons. If the group is large, share the conclusions in smaller groups of four. It is important that the leader circulate and help individuals make the best use of the information. Help them view their lists in a positive light as providing positive clues to occupations they might like.

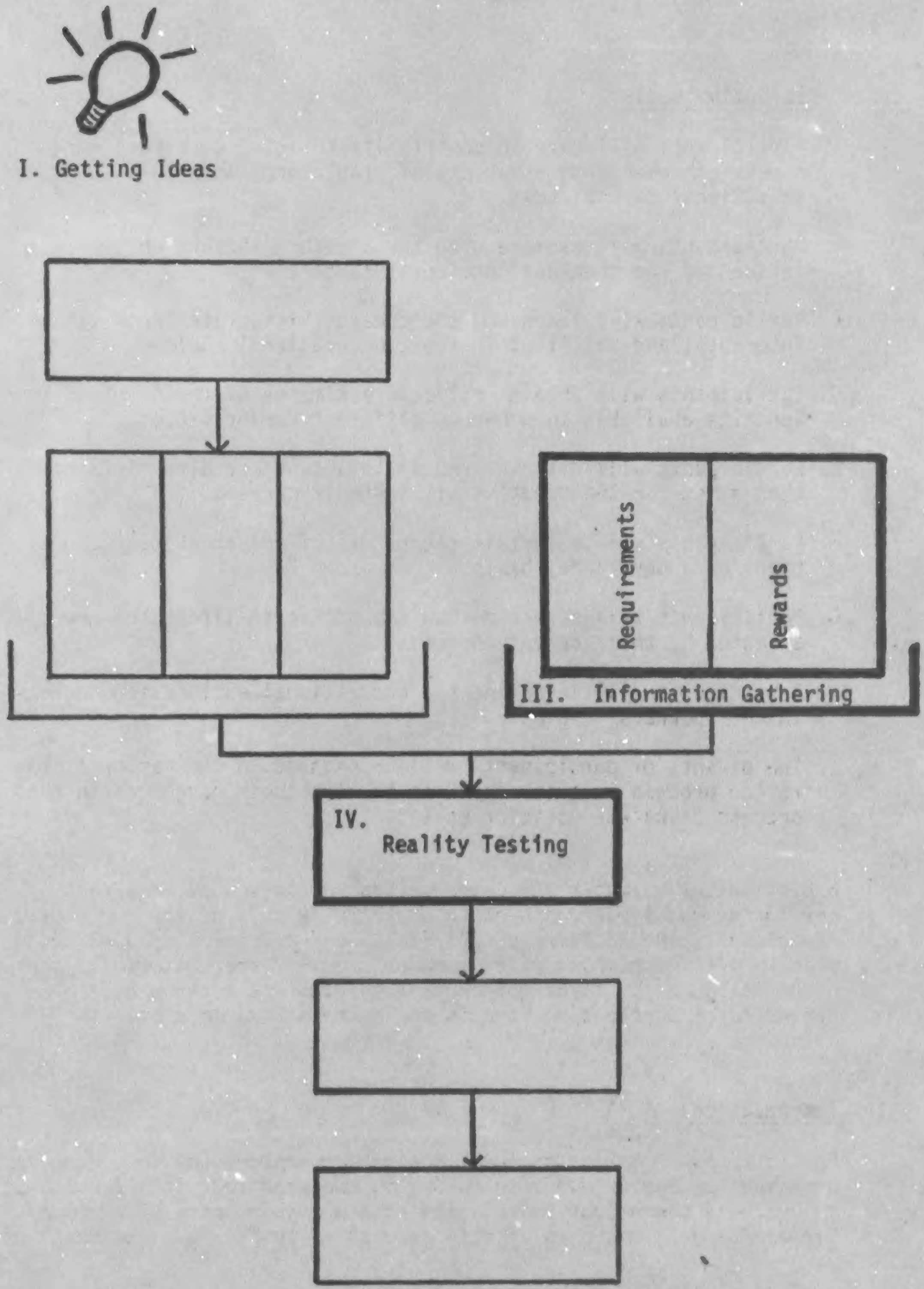
The purpose of using the Personal Satisfactions form is to help an individual identify her interests and values. It should help occupational selection readiness by enhancing the sense of self. However, one difficulty in using this for clues for future occupations is the problem of the closed system. It tends to suggest activities and interests which the individual already does and knows about rather than suggest new ideas. For example one participant wrote down four situations that were essentially the same. She had derived great pleasure from entertaining people in the role of actress. Although she spends a good deal of her time now in acting, she has definitely decided that she does not wish to be an actress for her major adult occupation, and is consequently seeking ideas of other occupations that might suit her.

Therefore, the leader needs to give individual attention to interpreting the "reasons for satisfaction." This kind of student needs assistance in identifying elements in her satisfactions which can be combined in new ways to suggest different occupations which she has not yet had the opportunity to experience.

SESSION V--

CAREER INFORMATION WORKSHOP I

PROJECT CHOICE


I. Getting Ideas
Requirements
Rewards
III. Information Gathering
IV.
Reality Testing

SESSION V

I. Prescriptive Goals:

A. Participants will have an opportunity to interact with a large number of women from a variety of traditional and non-traditional career areas.

B. Participants will explore with the speakers factors which influenced the speakers' choice of career.

C. Participants will learn how the speakers integrate their values, interests, and abilities in their occupational choices.

D. Participants will obtain realistic estimates of the earnings and benefits available to women in different career fields.

E. Participants will discover the satisfactions or dissatisfactions that exist for the speakers within their careers.

F. Participants will ascertain the nature of the speakers' occupations on a day-to-day basis.

G. Participants will determine how the speakers' lifestyles are affected by their career choices.

H. Participants will determine the occupational outlook for careers in the speakers' fields.

I. The parents of participants will be engaged in the career exploration process in order for them to help their daughters in the process of career decision making.

N.B.: *As was noted in the introduction to the manual, the task of developing and implementing this workshop as well as the two others (Sessions IX and XIII) is simplified by the provision of a detailed week by week plan along with examples of all forms, materials, and plans designed for these workshops (see Exhibits A through J). Please refer to the time line in the introduction as a starting point.*

II. Introduction:

Donald E. Super has maintained that career exploration is a necessary component of career decision making in adolescents. It allows them to evaluate themselves in relation to the requirements of various career fields. One part of this process is to increase the depth of *their understanding of familiar career fields and to widen the scope of their awareness of unfamiliar fields. In order to provide the students with such an opportunity, this session is designed as a large group career exploration workshop. (If your group contains less than 30 participants, we strongly suggest that you use the format described in Session IX, Career Information Workshop II.)*

Women from different career fields should be invited to speak at this Workshop. A speaker-participant ratio of 1:5 seems to be optimal. The speakers should represent different occupations from among several career clusters such as public service, health, business, and communications based on the needs and interests of your participants.

Each speaker is scheduled to speak for five minutes to at least two groups of approximately eight participants each at an assigned time and location, followed by a question and answer period. A detailed schedule and seating chart is issued to all those in attendance, in addition to being prominently displayed in poster form. This schedule lists the speaker by career cluster, her occupation, her name, time of presentation, location, and section number. Several speakers are scheduled simultaneously. The participants are then free to choose the speakers with whom they wish to interact. The atmosphere of the workshop is informal and refreshments may be made available. The staff greets speakers, participants, and parents as they arrive, assists in registration, and answers questions. Before their departure, all speakers complete evaluation forms regarding the workshop as well as a request for role-model visits. Parents should be invited to attend this and all future Career Information Workshops.

III. Materials:

a. large room with flexible seating arrangements
b. appropriate refreshments
c. letters of confirmation to speakers
d. map or set of directions for speakers (if necessary)
e. information regarding the larger program of which this workshop is a part
f. list of questions to which the speakers should address themselves
g. short blurb from each confirmed speaker providing information regarding herself, her position, her background, and her areas of expertise. Also ask her if she needs any additional equipment (tables, slide projector, chalk board)
h. evaluation instrument for speakers to assess the workshop
i. sign-up sheets for students, parents, and speakers
j. handout for each group facilitator designed to promote attendance at workshop
k. promotional handbill to be distributed to students and parents

l. list of suggested questions for the students to guide career exploration discussion with the speakers
m. schedule of speakers
n. seating chart
o. name tags for speakers and staff

IV. Intervention Strategy:

A. 2 months ahead:

1. Survey the students to determine their career interests.

2. Tabulate results and determine which career clusters you will attempt to schedule.

3. Make a special effort to include non-traditional careers for women.

4. Make reservations for physical facilities, as well as audiovisual equipment, snacks, and parking, if necessary.

B. 4-6 weeks ahead:

1. Contact prospective speakers through

   a. personal friends
   b. professional acquaintances
   c. professional associations
   d. student contacts
   e. Yellow pages
   f. local newspapers

   A network for future use is thereby developed.

   This phase is a most time-consuming one!

2. Develop and conscientiously maintain a 3x5 file on all women who have either consented to participate now or in the future, or who have referred you to others. (See Exhibit A at the end of this session for the card Project Choice used.)

3. Be aware that you will need replacements for key people whose plans may unavoidably be changed in the interim!

4. Mail the following materials to the speakers:

   a. a form requesting personal information (Exhibit B)
   b. information regarding the total program (Exhibit C)
   c. a map or set of directions if necessary

C. 3-4 weeks ahead:

1. Prepare confirmatory letters to speakers (Exhibit D).
2. Develop format for the workshop including scheduling the speakers (Exhibit E), arranging seating, etc.

D. 2-3 weeks ahead:

1. Mail letter to speakers confirming date and time of her presentation along with the list of suggested topics for inclusion (Exhibits D and F).
2. Reconfirm arrangements for physical facilities and parking.
3. Either delegate tasks to individual staff members or form small committees to carry out necessary workshop tasks.

E. 1-2 weeks ahead:

1. Distribute promotional handbills to students (see Session IV).
2. Draw up final schedule for distribution at the workshop.
3. Have facilitator(s) discuss the workshop, its purposes, its participants, and the career areas that will be represented. Hand out tentative schedule of speakers and Career Exploration Guide.

F. Final week:

1. Buy refreshments.
2. Prepare visual aids such as bulletin boards, posters, directional signs.
3. Prepare packets for guest speakers, including name tag, letter of greeting (Exhibit G), workshop schedule (Exhibit E), seating chart, workshop evaluation form (Exhibit H), and role model questionnaire (Exhibit I).
4. Prepare registration forms for speakers and participants (Exhibit J).

V. Additional Tips:

Keep your colleagues well informed of your progress as you plan this workshop. This will permit them to provide input to the planning and implementation, transmit accurate information to the students, and develop enthusiasm for the coming event.

Be flexible for last-minute changes.

Do not overbook the number of speakers or the amount of time allotted to each presentation. There are reasons for this: You may have a lighter turnout of students than expected, resulting in speakers with no listeners; you may also have one speaker running into the time allotted to the next. Enthusiastic speakers often find it difficult to confine their remarks to the scheduled time period.

Schedule groups to begin and end together rather than overlapping them. This will serve to reduce confusion and distraction to the speakers and participants who are interacting.

Handouts for Session V

Exhibit A 293

Exhibit B 294

Exhibit C 295

Exhibit D 297

Exhibit E 298

Exhibit F 302

Exhibit G 303

Exhibit H 304

Exhibit I 305

Exhibit J 306

PROJECT CHOICE

Exhibit A

Sample Form for Speakers' File
(on 3x5 card)

Speaker's Name: Confirmed ____
Letter sent ____

Career Area:

Complete Address:

Telephone #: (Home)______________ (Office)_____________

Date Available:

Suggested by:

Contacted by:

Additional Comments:

PROJECT CHOICE

Exhibit B

Speaker Information Sheet

Name______________________________

Home address______________________ Home Phone____________

__________________________________ Office Phone__________

Office address____________________

____

Current position and title:

What does your job entail?

Educational background:

Previous occupational experience(s):

Other activities and/or interests:

Topics about which you would feel comfortable speaking:

PROJECT CHOICE

Creating Her Options in Career Exploration

Exhibit C

Project Choice is a fourteen-week career development program which has been designed specifically to meet the individual needs and interests of talented and gifted women.

Program Objectives

The primary objective of the program is that of helping young women develop the skills and strategies for exploring a vast array of available career opportunities and for identifying which of those careers may best suit their individual needs, interests, and abilities. Another important objective of the program is to help young women look ahead and begin to see the relationship between career and home responsibilities and to identify the values important to them in their personal and occupational lives.

Program Emphases

The program is a direct reflection of Donald Super's career development theory. According to Super, career development is a continuous, lifelong process that begins in early childhood when the individual first becomes aware of the world of work and continues on into retirement. During the process, the individual explores various careers and works to identify which of those careers may best suit personal interests, abilities, and needs. The skills to make wise career choices have lifelong utility, as it is not uncommon for people to have career changes during the course of their lives. When an individual can find a career which allows fulfillment of personal interests, abilities, and needs, she will be likely to gain satisfaction from the chosen career. In addition, as Super points out, certain reality factors such as the job market and changes in society must be considered and included in making career decisions.

Project Phases

Project Choice is designed to give young women the opportunity to develop needed skills and gain important information for career exploration and future career decision making. The skills for assessing personal interests, abilities, and needs are presented in the first phase of the program. In the second phase of the program, skills for identifying and obtaining needed information about various educational and occupational opportunities are developed. Specific career information will be made available and evaluated. The fourth phase of the program focuses on the development of decision-making skills, goal-setting skills, etc., as such skills can be applied to planning for the future. The program views career development in the broader context of the total life experience to provide a total life perspective.

Anticipated Project Outcome

By the end of the program, it is hoped that each young woman will have acquired information, skills, and strategies for planning for the future. It is not expected that every participant will reach a definite decision regarding her future career. For many individuals, more time is needed for exploration and information gathering. Rather it is hoped that each young woman will leave the program with a number of possible choices and skills that will enable her to continue her lifelong process of career development.

PROJECT CHOICE

Exhibit D

Sample Confirmatory Letter to Speakers

Dear

We are so pleased that you are going to participate in our (date), Career Information Workshop. As may have been explained to you, the workshop is part of Project Choice, a career development project. Our sample consists of approximately (No.) junior class high school girls who have demonstrated talent in any one of a number of areas, e.g., leadership, athletics, academic fields, performing arts. I have enclosed a short description of Project Choice so that you will understand more about the nature of the project.

The Workshop on (date) is intended to expose our students to women in a wide range of career areas. To this end, we are asking participants such as yourself to prepare a five-minute talk on their careers. You may expect to repeat your talk one or more times, followed by an informal question and answer period with the girls. We are working toward a low ratio of speakers to students in order to maximize returns for all involved. As you plan your presentation, you might wish to direct attention to the issues raised by the questions enclosed.

The workshop will run from 2:00 to 5:00 in the afternoon, (location). We have scheduled you to participate at (time) but please feel free to come and stay the entire time. If you have any questions, please call either (name), project manager, or me at (telephone #). Thank you for your willingness to participate. We shall look forward to seeing you on (date).

Very truly yours,

Project Director

PROJECT CHOICE

Exhibit E

Schedule of Speakers According to Career Clusters

Each speaker is listed below under her respective career cluster. If, for example, you wished to explore careers in business, you would look under that heading to find the names of the speakers, their occupational specialities, presentation times, and room and section assignments. Most speakers were scheduled to present at least twice.

Occupational Specialty	Time	Location	Section
Business and Office			
Bookkeeping & Office Management	2:25-2:55 3:05-3:30	Auditorium "	12 12
Securities Analyst	2:25-2:50 3:05-3:30	Auditorium Lounge	11 6
Contract Analyst	2:15-2:40 2:55-3:20	Lounge Auditorium	4 17
Office Manager	2:15-2:40 3:15-3:40	Auditorium Lounge	17 8
Securities Analyst	3:30-3:55 4:10-4:35	Auditorium "	10 11
Office Manager & Assistant to General Manager	3:35-4:00 4:20-4:45	Lounge Auditorium	7 16
Asst. Manager, Finance Company	3:50-4:15 4:35-5:00	Auditorium Lounge	19 5
Corporate Recruiting	3:45-4:10 4:25-4:55	Lounge Auditorium	2 22
Communication and Mass Media			
Journalism	2:05-2:30 2:45-3:10	Lounge Auditorium	5 14
Public Relations	3:45-4:10 4:20-4:45	Lounge Auditorium	4 27
Employment Counselor	3:40-4:05 4:20-4:50	Auditorium Lounge	26 8

Exhibit E (Cont'd.)

Occupational Specialty	Time	Location	Section
Fine Arts and Humanities			
Vocal Performer	2:35-3:00	Lounge	1
	3:15-3:40	Auditorium	14
Foreign Languages	3:40-4:05	Auditorium	12
	4:30-5:00	"	20
Enamelist	4:00-4:25	Auditorium	23
	4:35-5:00	"	23
Health			
Psychiatry	2:05-2:30	Lounge	1
Psychiatric Nursing	2:05-2:30	Auditorium	18
	2:45-3:10	Lounge	4
Medical Technology	2:05-2:30	Auditorium	14
	2:45-3:10	Lounge	8
Medical Surgical Nursing	2:05-2:30	Lounge	8
	2:45-3:10	Auditorium	22
Dentistry	2:15-2:40	Auditorium	15
	2:55-3:20	Lounge	3
Pediatric Medicine, Hematology	2:25-2:50	Auditorium	24
	2:05-3:30	Lounge	5
Health Educator	2:15-2:40	Auditorium	26
	3:05-3:30	Lounge	1
Veterinary Medicine (I)	2:25-2:50	Auditorium	19
	3:15-3:40	"	19
	4:05-4:30	Lounge	1
Veterinary Medicine (II)	2:15-2:40	Auditorium	10
	2:55-3:25	Lounge	7
Clinical Psychologist	2:35-3:00	Lounge	5
	3:10-3:35	Auditorium	25
	3:50-4:15	"	25
Psychiatric Mental Health Nursing	3:30-3:55	Auditorium	13
	4:10-4:40	"	13

Exhibit E (Cont'd.)

Occupational Specialty	Time	Location	Section
Health			
Maternity Nursing	3:35-4:00	Lounge	1
	4:10-4:40	Auditorium	24
Dentistry	3:35-4:00	Lounge	6
	4:15-4:45	Auditorium	6
Pediatric Medicine	3:40-4:05	Auditorium	24
	4:20-4:40	Lounge	4
Director Physical Therapy	3:50-4:15	Auditorium	14
	4:30-5:00	"	14
Nutritionist	3:50-4:15	Auditorium	20
	4:35-5:00	Lounge	1
Occupational Therapy	2:45-3:10	Auditorium	18
	3:30-3:55	"	18
	4:10-4:35	"	18
Dental Assistant	2:15-2:40	Auditorium	27
	3:00-3:30	"	27
Marketing Distribution			
Production Control Manager	2:15-2:40	Auditorium	20
	3:15-3:40	Lounge	4
Real Estate Counselor	3:40-4:05	Auditorium	16
	4:20-4:50	"	25
Manager of Marketing Communications	3:55-4:20	Lounge	3
	4:35-5:00	Auditorium	10
Public Service/Transportation			
Attorney	2:05-2:30	Auditorium	21
	2:45-3:10	Lounge	2
Community Service Volunteer	2:25-2:50	Auditorium	16
	3:05-3:30	"	16
Early Childhood Education	2:15-2:40	Lounge	7
	2:55-3:20	Auditorium	21
President Business and Professional Women's Club	2:05-2:30	Room 203	
	2:45-3:15	Auditorium	26

Exhibit E (Cont'd.)

Occupational Specialty	Time	Location	Section
Public Service/Transportation			
Christian Minister	3:35-4:00	Auditorium	27
	4:15-4:45	Lounge	2
City Prosecutor	3:50-4:15	Auditorium	15
	4:30-5:00	Lounge	15
Attorney	2:25-2:50	Lounge	6
	3:05-3:30	Auditorium	20
Aviation	2:35-3:00	Auditorium	13
	3:10-3:35	"	24
Corporate Attorney	3:30-3:55	Auditorium	21
	4:10-4:35	"	21
Teaching	3:30-3:55	Auditorium	23
	4:15-4:40	Lounge	7
Director of Social Work	3:35-4:00	Lounge	5
	4:20-4:50	Auditorium	11
Research and Evaluation	2:05-2:35	Auditorium	22
	2:45-3:10	Room 203	
Polymer Science	2:25-2:50	Lounge	3
	3:05-3:35	Auditorium	15
Biostatistics	2:25-2:50	Auditorium	23
	3:15-3:40	Lounge	2
Clinical Engineer	2:15-2:40	Lounge	2
	2:55-3:25	Auditorium	10
Architect, Urban Planner	2:35-3:05	Auditorium	25
	3:25-3:50	Lounge	3
	4:25-4:50	Lounge	3
Aerospace Engineer	3:30-3:55	Room 203	
	4:10-4:40	Room 203	
Research Chemist	3:45-4:10	Lounge	8
	4:20-4:50	Auditorium	26
Educational Psychology Research	3:40-4:05	Auditorium	11
	4:30-5:00	"	19
Technical Writer, Engineer	3:40-4:05	Auditorium	17
	4:20-4:45	"	17

PROJECT CHOICE

Exhibit F

Career Information Workshop I:

Suggested Topics for Inclusion in Guest Speakers' Oral Presentations

1. When did you first decide upon your present career? What kinds of influences or experiences contributed to your decision?

2. What information can you share regarding admission requirements at the undergraduate or graduate level for your career field?

3. What requirements in terms of education or specialized training must be met? What is the length of time required for meeting these requirements?

4. In your judgment, what are some abilities, interests, values, and/or personal characteristics that might facilitate success in your field?

5. What extrinsic rewards (e.g., money) does your career offer?

6. What intrinsic satisfactions do you gain? Do you like your job? Why? Why not?

7. What does your job entail on a daily basis?

8. What is the employment outlook for your career field?

9. How does your career affect your lifestyle?

PROJECT CHOICE

Exhibit G

Sample Letter of Greeting

Dear Speaker,

We are so pleased that you have joined us for the first Project Choice Career Information Workshop. We have prepared a packet for each of you. The first two pieces of information are a schedule of speakers and a map giving room and section numbers. The students have also been issued these materials.

The second two items are an evaluation form and a questionnaire regarding role models. Please fill them out and drop them off at the registration desk before you leave.

Most of you have been scheduled to give your five-minute presentation twice, followed by question and answer periods. Your beginning and ending times for each session appear on the schedule and it would be helpful if you could adhere to it. When you are not giving a presentation, please feel free to circulate or help yourself to coffee. If you have any problems or questions, please ask one of the Project Choice staff who will be happy to help you.

Thanks again,

Project Director

PROJECT CHOICE

Exhibit H

Workshop Evaluation

Speakers Name____________________

Field___________________________

We are very appreciative of your participation in today's program and we value your reactions to it. Please circle the number which best expresses your feelings about each of the following:

1. The workshop turned out to be the kind of experience I expected it to be.

Met my expectations 1 2 3 4 5 Did not meet my expectations

Comments:

2. The format of the workshop was appropriate to my presentation needs.

Appropriate 1 2 3 4 5 Not appropriate

Comments:

3. The group seemed adequately prepared for my visit.

Prepared 1 2 3 4 5 Not prepared

Comments:

4. I felt I had sufficient time to give students an adequate perception of my occupation.

Sufficient time 1 2 3 4 5 Not sufficient time

Comments:

5. I would suggest these modifications for future workshops:

PROJECT CHOICE

Exhibit I

Role-Model Visits

Early exposure to the day-to-day activities and requirements of a specific occupation has been identified as one of the most valuable experiences leading to mature career decision making. This is an opportunity we very much want to provide for our students and hope you can be a continuing part of that endeavor.

Would you be willing to serve as a role model? Yes____ No____

If yes, please check your preferences below. Check as many as you feel are appropriate.

I would be willing to meet with

____ 1 girl	_____ one day	_____ 3 hrs./once	____ 2 hrs./ several times
____ 2 girls (individually)	_____ one day	_____ 3 hrs./once	____ 2 hrs./ several times
____ 2 girls (together)	_____ one day	_____ 3 hrs./once	____ 2 hrs./ several times
____ 3 girls (together)	_____ one day	_____ 3 hrs./once	____ 2 hrs./ several times

PROJECT CHOICE

Exhibit J

Guest Speakers' Registration Sheet

NAME OF GUEST	NAME OF GUEST

PROJECT CHOICE

Exhibit J (Con't.)

Student Registration Sheet

NAME OF STUDENT	NAME OF GROUP LEADER

PROJECT CHOICE

Exhibit J (Con't.)

Parent Registration Sheet

NAME OF PARENT/GUARDIAN	DAUGHTER'S NAME

Special Group Changes for Session V

Coping with Success 311

⬡ COPING WITH SUCCESS (Session V)

Suggestion:

This career workshop in which the participants are exposed to a wide variety of female role models is designed to meet many of the needs of young women in this special group. It is useful to keep in mind the purposes of specific prescriptive goals relating to coping with fear of success when you are selecting adult women for your workshop. This Career Information Workshop fits into the following prescriptive goals regarding the traditional conceptions of appropriate roles for women:

1. For those who believe that women's place is in the home:
   Enlarging the participants' knowledge of the range of jobs women do perform helps them to enlarge their conceptions of what is possible and appropriate for women.

2. For those who believe that women are incompetent:
   Offering them competent women as role models for closer acquaintance can help to change this belief.

3. For those who fear they will lose "femininity" if they seriously pursue a career:
   Women professionals who are physically attractive and feminine in their dress can be helpful in dispelling these fears. It is particularly good to include working women who also have been able to achieve a rewarding personal life, and are willing to share their positive feelings about the compatibility of love and family and career.

4. For those who anticipate strain and conflict between roles:
   It is helpful to find role models who are able to be realistic and positive at the same time about being able to deal with conflicting expectations and multiple roles.

Young women with these special needs as well as many others of high school age often find it difficult to identify with some adult women. However it seems to alleviate their fears of the future when they find an adult with whom to identify and who appears to them to be attractive and to be leading an enjoyable life.

Therefore it is important to think how participants will respond to the adult women you select. Project Choice found that the participants were most inspired by lively, youthful, and enthusiastic women. It may be unfortunate but it does seem to be difficult for young women to appreciate an older woman's career if this woman appears tired and discouraged. It was not chronological age alone that determined which role models would be of interest to participants.

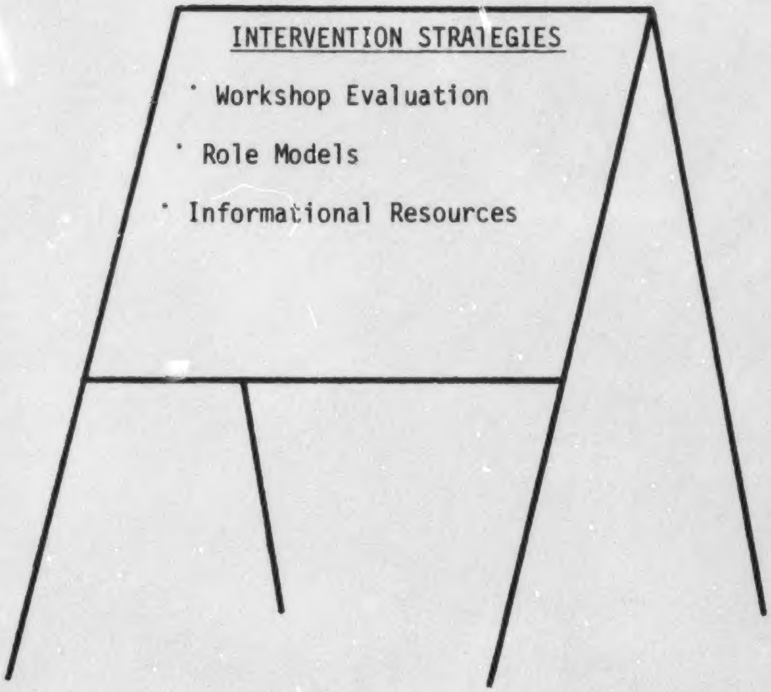
They responded to women who displayed the zest and enthusiasm which is considered attractive by teenage standards. These qualities enabled participants to feel comfortable with such speakers, and to deduce that the occupation of these speakers warrants enthusiasm.

In other words, if you wish to interest young women in particular careers, you must provide them with models in that occupation who are attractive to them in terms of their own values.

SESSION VI --

GATHERING CAREER INFORMATION

SESSION VI--GATHERING CAREER INFORMATION



INTERVENTION STRATEGIES

- Workshop Evaluation
- Role Models
- Informational Resources

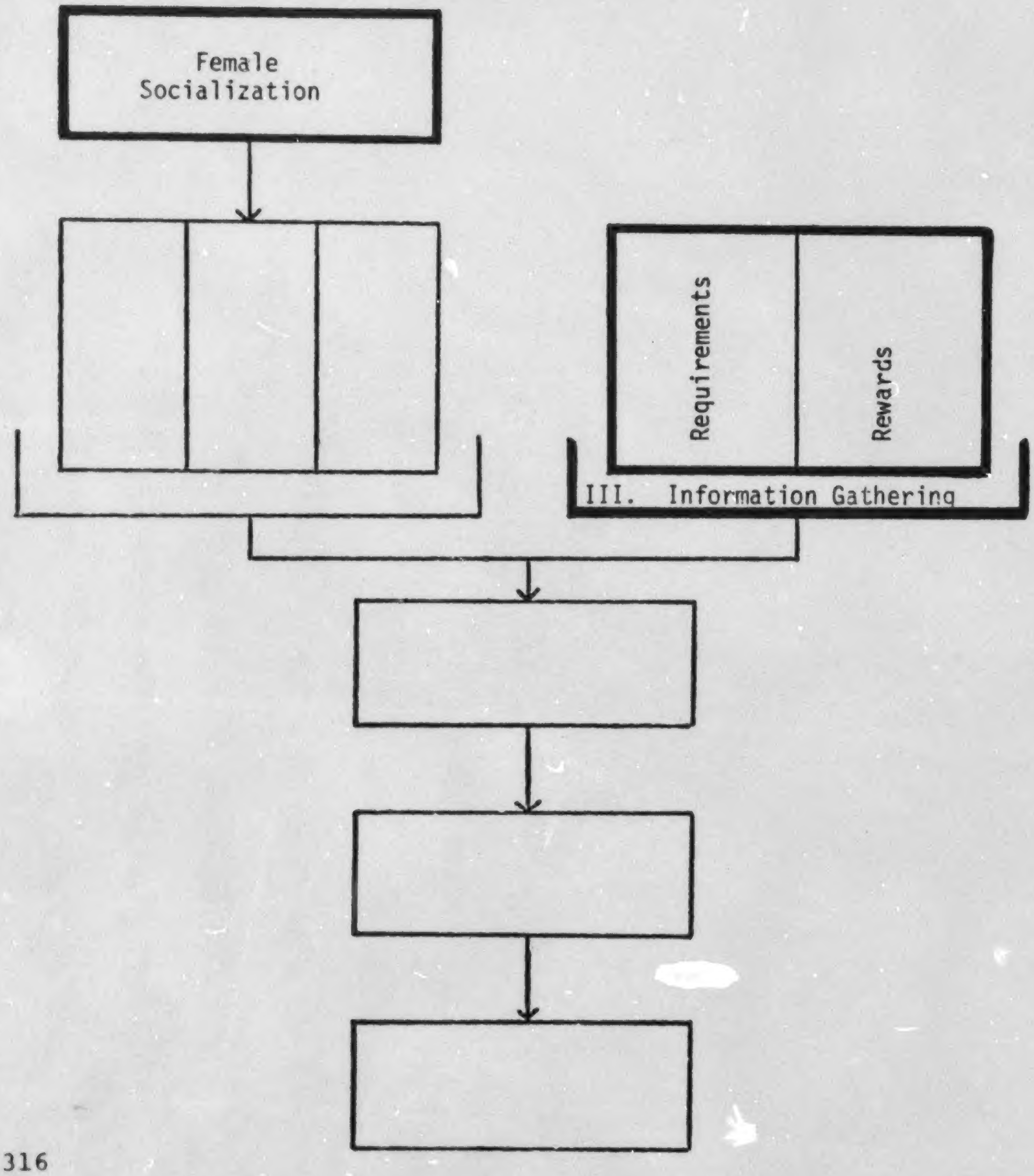
- Workshop Evaluation gives the participants an opportunity to share their learning experiences at the workshop and to use the information in their personal development.

- Role Models asks the participants to identify occupations for which they would like a role model and is a logical follow-up after the Career Information Workshop.

- Informational Resources teaches the participants where to locate media resources in career exploration and how to use such materials.

Handouts:	Materials:
Speakers' Lifestyles Role-Model Request How to Use *The Dictionary of Occupational Titles* Informational Resources Checklist (Optional)	Magic marker, newsprint, watch

PROJECT CHOICE


Female Socialization
Requirements
Rewards
III. Information Gathering

SESSION VI

General Goals:

1. Participants will evaluate the various aspects of learning that took place as a result of the career workshop.
2. Participants will learn how to use informational resources for career exploration.

Introduction: ○

Session VI helps participants to identify, analyze, and generalize the learning experiences of the first career workshop. Such a process gives them an opportunity to share their thoughts with each other, thereby facilitating the diffusion of information. It also teaches the students how to learn from such events and sets the stage for the more personal and more intense meetings with the role models.

Beginning with this session and continuing in subsequent ones, time is planned for the participants to read and explore some of the vast vocational and educational literature available.

At the end of each description in the Occupational Outlook Handbook the names and addresses of one or more organizations from which more career information can be sought are listed. In preparation for Project Choice, at least one organization was contacted for each occupation requiring a minimum of a high school diploma. The U. S. Department of Labor has many other resources available. Cassette tape and slide programs were bought when they specifically addressed the needs and interests of women in the world of work. A complete list of all materials acquired for this part of the program is contained in the bibliography.

This first session with vocational materials is devoted primarily to familiarizing the participants with these materials. A detailed description of the arrangement of the materials is included in this session.

WORKSHOP EVALUATION

I. Prescriptive Goals:

A. Participants will identify and analyze what they gained at the career workshop.

B. Participants will begin to explore and differentiate a speaker's personality, lifestyle, and career.

II. Time Needed:

40 minutes

III. Intervention Strategy:

△ ⬡ *The focus of this activity is on the learning that took place at the workshop, not its strengths or weaknesses. Such comments or questions can be postponed until the end.*

N.B.: *Those who have not focused on a career possibility may feel frustrated at their failure to identify areas of interest. They can be encouraged to work toward eliminating careers they are not interested in as a way of narrowing their options.*

The following questions can be used for discussion. Encourage as many participants as possible to express themselves.

"1. WHAT SPECIFIC LEARNING OCCURRED FOR YOU?

2. WHAT NEW IDEAS DID YOU GET FROM TALKING TO SPEAKERS?

3. WHICH SPEAKER IMPRESSED YOU THE MOST? WAS IT HER PERSONALITY, LIFESTYLE, OR CAREER THAT IMPRESSED YOU?

4. WHICH SPEAKER WOULD YOU MOST WANT TO BE LIKE PERSONALLY?

5. WHICH SPEAKER'S CAREER DID YOU FIND MOST APPEALING?

6. WHAT DID YOU FIND OUT THAT SURPRISED YOU?

7. WHAT DID YOU FIND OUT THAT DISAPPOINTED YOU?"

Use newsprint to collect answers to question #8.

"8. WHAT OTHER OCCUPATION WOULD YOU HAVE WANTED TO SEE REPRESENTED?

I'M WRITING THESE IDEAS DOWN AS SUGGESTIONS TO BE INCORPORATED INTO A FUTURE WORKSHOP."

Divide large group into two to three smaller groups.

Hand out Speakers' Lifestyles forms

"PLEASE CONSIDER THESE QUESTIONS FOR THE NEXT FEW MINUTES. IT WILL PROBABLY BE USEFUL FOR YOU TO MAKE NOTES BECAUSE WE WILL BE COMING BACK TO THESE TYPES OF QUESTIONS IN THE FUTURE. AFTER YOU HAVE HAD A CHANCE TO THINK OF YOUR ANSWERS, SHARE THEM IN YOUR GROUPS."

Pause eight to ten minutes.

Once participants have had an opportunity to discuss these questions, ask them to form a large group.

"AS YOU WERE DISCUSSING JUST NOW THE SPEAKERS YOU MET WITH, DID YOU NOTICE WHETHER OR NOT THE SPEAKERS YOU LIKED HAD SIMILAR CHARACTERISTICS? WHAT WERE THEY?"

Pause for answers.

"IS THIS A QUALITY YOU THINK YOU POSSESS OR WOULD LIKE TO?"

Pause for answers.

"NOW THAT WE HAVE HAD AN OPPORTUNITY TO THINK ABOUT MANY SPEAKERS' LIFESTYLES, CAREERS, AND PERSONALITIES, LET'S FOCUS ON YOUR MEETING WITH ONE PROFESSIONAL WOMAN IN PARTICULAR."

Pause for discussion.

ROLE MODELS

I. Prescriptive Goal:

Participants will identify one or two occupations in which they would like role models.

II. Time Needed:

10 minutes

III. Intervention Strategy:

⬡ "ONE OF THE IMPORTANT ASPECTS OF THIS PROGRAM IS THE OPPORTUNITY YOU ARE GOING TO HAVE TO MEET WITH A ROLE MODEL IN THE CAREER OF YOUR CHOICE. THIS WILL BE A WOMAN WORKING IN A POSITION YOU THINK YOU WOULD LIKE TO ACHIEVE SOME DAY. YOU WILL BE ABLE TO MEET THIS PERSON ON THE JOB, TO SEE HER SURROUNDINGS, AND YOU WILL HAVE ENOUGH TIME TO ASK MANY QUESTIONS AND POSSIBLY EVEN TO SEE HER ACTUALLY AT WORK. THIS COULD BE ACCOMPLISHED IN ONE LONG MEETING OR SEVERAL SHORTER ONES. IT WILL BE UP TO YOU AND YOUR ROLE MODEL TO MAKE THE ARRANGEMENTS. IN ORDER FOR ME TO KNOW WHOM TO CONTACT TO BE YOUR ROLE MODEL, PLEASE MAKE YOUR REQUEST ON THE FOLLOWING FORM. TRY TO BE AS SPECIFIC AS POSSIBLE, BOTH IN TERMS OF YOUR CHOICES AND THE TIMES YOU WILL BE AVAILABLE, SO THAT WE CAN MAKE AS CLOSE A MATCH AS POSSIBLE. YOUR TWO

CHOICES CAN BE TWO OCCUPATIONS YOU ARE VERY SURE ABOUT OR SIMPLY TWO THAT YOU ARE CURIOUS ABOUT AND WOULD LIKE TO EXPLORE. AFTER SOMEONE HAS BEEN FOUND WHO WOULD BE WILLING TO SERVE AS A ROLE MODEL FOR YOU, I WILL SUPPLY EACH OF YOU WITH INFORMATION ABOUT EACH OTHER SO THAT YOU CAN MAKE CONTACT. IT WILL BE AT LEAST TWO WEEKS BEFORE YOU RECEIVE THAT INFORMATION."

INFORMATIONAL RESOURCES △ ○ □

I. Prescriptive Goals:

A. Participants will learn about the many resources available for career information.

B. Participants will learn how to use some basic tools necessary for effective career exploration.

C. Participants will begin to associate their career self-awareness (i.e., values, abilities and interests) to specific career information.

II. Time Needed:

1 hour

N.B.: *Sufficient time must be planned during the students' first "hands-on" experience with the materials to give them the opportunity to learn where specific materials are located and how they can be used. Subsequent sessions with materials can vary from 20 minutes to 1 hour. After the general explanation of the materials, the facilitator is free to circulate and work with individual students or small groups (two to three) with similar questions.*

III. Intervention Strategy:

For this part of the program, as many media resources as possible must be assembled (see Bibliography). These materials may be divided among several tables in the following manner:

1. General information

   e.g., Dictionary of Occupational Titles, Occupational Outlook Handbook, Career Data Book (see items #1 through 7 on the Informational Resources Form at the end of this session), etc.

2. Careers in Science

3. Careers in Health

4. Careers in Public Service

5. Careers in Business and Office

6. Careers in Natural Resources

7. Careers in Communications and Media
8. Careers in Engineering
9. Careers in Performing Arts
10. Educational Information
    e.g., college catalogues, requirements
11. SRA Occupational Briefs classified according to the Holland code and placed in six separate looseleaf notebooks (the task is simplified by the D.O.T. number accompanying each brief)
12. Duplicates and other materials can be filed and a request form for borrowing devised

(For further suggestions, refer to SRA Job Family Series, Science Research Associates and Hoppock, Robert, Occupational Information, 4th ed. N.Y.: McGraw-Hill Book Co., 1976.)

In one part of the room, or more preferably in a separate room, equipped with audiovisual equipment, participants can use filmstrips and/or cassettes at individual carrels.

Ideally, if it is feasible to have these materials in a room of their own or so isolated that they can be available during all the sessions that follow, each participant can be encouraged to pursue her exploration any time there is extra time at the end of a session. Specific time with the materials is planned for sessions VI, VII and XI.

N.B.: *Because of the wide use of the Dictionary of Occupational Titles' classifications in vocational materials, time is planned specifically to explain its use to the participants. It is not necessary that participants understand the details of the classifications at this time. Rather, you want to convey an overview of what the numbers mean and how they can be used to simplify the elimination process as they explore many occupations. For example, a student who does not like to work with things could be encouraged to look for occupations whose ninth digit is limited to eight only or possibly eight, seven, six only; a student who knows only that she wants to explore opportunities related to mathematics could first look for occupations whose first three digits are 020 (occupations in mathematics). (The 1978 Dictionary of Occupational Titles has been published with a new nine-digit classification instead of the previous six-digit one.)*

"IN ALMOST EVERYTHING YOU ARE GOING TO LOOK

AT HERE, EACH OCCUPATION WILL BE ACCOMPANIED

BY EITHER A SIX OR A NINE-DIGIT NUMBER. FOR EXAMPLE, MY WORK AS GUIDANCE COUNSELOR IS IDENTIFIED AS 045.107-010. THIS IS BECAUSE EVERY OCCUPATION IS IDENTIFIED ACCORDING TO THE CATEGORIES IN THIS BOOK, THE DICTIONARY OF OCCUPATIONAL TITLES. TODAY WE ARE GOING TO LEARN HOW TO USE THIS REFERENCE BOOK. IT CATEGORIZES EACH OCCUPATION BY A SPECIFIC NINE-DIGIT NUMBER. EACH OF THE NUMBERS GIVES YOU SOME INFORMATION ABOUT THE SPECIFIC JOB CHARACTERISTICS SO THAT EVEN IF YOU HAVE NEVER HEARD OF IT BEFORE, KNOWLEDGE OF THE NUMERICAL CLASSIFICATION IS ENOUGH TO GIVE YOU A START."

Hand out How to Use D. O. T. and discuss.

Once the D. O. T. classifications have been explained and clarified, you can begin to show them the materials available and what each source can contribute to their search. Project Choice uses the Informational Resources Form and it is included as an example of how such information can be organized for quick reference.

Handouts for Session VI

Speakers' Lifestyles 327

Role-Model Request 328

How to Use the D.O.T. 329

Informational Resources Checklist 330

PROJECT CHOICE

Speakers' Lifestyles

Questions to address in small groups.

1. What turned you on the most about the speaker representing your first career choice?

2. What did you perceive to be the biggest obstacle in terms of pursuing this career?

3. What did the guest speaker find most satisfying about her job?
   Most frustrating?

4. How did she balance career and personal responsibilities?

5. How did you feel about her lifestyle for yourself?

6. Did this guest speaker indicate if it was an advantage, disadvantage or of no consequence to be a woman in her career? Explain.

7. If you were to plan seriously to pursue this career would you have to make modifications in your life now (i.e., take different courses, have new experiences, etc.)?
   If so, list them.

PROJECT CHOICE

Role-Model Request

First Choice:

Name of Occupation: ____

Describe what you believe this person does: ____________________

____

____

____

____

____

____

Second Choice:

Name of Occupation: ____

Describe what you believe this person does: ____________________

____

____

____

____

____

____

Available Times:

Hours: ____

Days: ____

Your Name: ____________________

PROJECT CHOICE

How to Use

The Dictionary of Occupational Titles

First digit -	Occupational Categories
0-1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Agricultural, fishery, forestry, and related occupations
5	Processing occupations
6	Machines trades occupations
7	Bench work occupations
8	Structural work occupations
9	Miscellaneous occupations

First two digits - Occupational Divisions within a category

Example: 00 through 09 - Professional occupations in pure sciences, behavioral sciences, and social sciences.

10 through 19 - Professional occupations in the humanities, managerial occupations.

First three digits - Occupational Groups within the division

Further breakdown of first two digits

Example: 001 - architectural occupations.

Fourth digit -	Work Related to Data
7 or 8	No relationship
6 to 0	Increasing relationship (from simple to complex)

Fifth digit -	Work Related to People
8 to 0	Increasing relationship (from simple to complex)

Sixth digit -	Work Related to Things
8	No relationship
7 to 0	Increasing relationship (from simple to complex)

Last three digits - Alphabetical order of titles within each occupational group.

PROJECT CHOICE

Informational Resources

Checklist

Check what you need, then refer to the resources listed:

	If you need	Use Resource No.
_____	1. General ideas about many careers	1
_____	2. Information about educational levels	2, 5, 7, 6
_____	3. Matching interests, abilities, values with specific careers	4, 8, 5, 6
_____	4. Information about one or more specific careers	1, 2
_____	5. Information about specific careers within an area at one educational level	1, 8, 2, 3
_____	6. Varying levels of occupations within one area	1, 8
_____	7. Information about educational programs leading to a specific career	1, 3, 4, 5, 7
_____	8. Specific information about one specific career	8

Resource	Number
Dictionary of Occupational Titles	1
Occupational Outlook Handbook	2
The Career Data Book	3
Directory of Post-secondary Schools with Occupational Programs	4
Educational Directory, Higher Education	5
What Can I Do with a Major In . . .	6
College Blue Books	7
Career Specific Pamphlets	8

Special Group Changes for Session VI

Defining and Valuing One's Self 333

Achieving Success 341

Asserting One's Self 343

Coping with Success 347

○ DEFINING AND VALUING ONE'S SELF (Session VI)

Suggestion:

In this session, the emphasis of the activities is on reviewing, elaborating, and refining student awareness and acknowledgement of interests, abilities, and values as they relate to and reflect the students' self-perceptions. Although group participants need to spend time with the specific career information resources, use of these materials can be postponed until Session VII in order to implement and process the additional activity which follows.

Addition: Summarizing and Ordering Our Interests, Abilities, and Values

I. Prescriptive Goals:

1. Participants will arrange hierarchically their interests, values, and abilities.

2. Participants will identify how their interests, values, and abilities are incorporated into and reflected by the personal system of self-beliefs.

3. Participants will identify whether each of their interests, abilities, and values can find the opportunity for expression in a career, an avocational pursuit, or marriage and family.

II. Time Needed:

20 to 30 minutes. Postpone the use of Career Information Resources until Session VII.

III. Intervention Strategy:

For this activity, participants should have available to them all previously completed worksheets related to interests, abilities, values (i.e., Abilities Self-Assessment). A brief review of these will provide a basis for the development of a more comprehensive and refined personal profile.

"AS WE SAW IN THE CAREER DEVELOPMENT MODEL, AN AWARENESS OF ONE'S INTERESTS, ABILITIES, AND VALUES IS ESSENTIAL TO THE CAREER DEVELOPMENT PROCESS. WE HAVE PREVIOUSLY DIRECTED OUR EFFORTS TOWARD IDENTIFYING AND ACKNOWLEDGING OUR OWN PERSONAL INTERESTS, ABILITIES, AND VALUES. TODAY, I'D LIKE TO REVIEW WHAT WE DISCOVERED AND ELABORATE UPON WHAT WE HAVE DONE IN THE PAST."

Hand out one copy of My Interests, Values, and Abilities to each participant.

> "I WOULD LIKE EACH OF YOU TO THINK ABOUT WHAT DISCOVERIES YOU HAVE MADE ABOUT YOURSELF. ON THE SHEETS THAT I HAVE JUST DISTRIBUTED, LIST YOUR INTERESTS, ABILITIES, AND VALUES. IF YOU HAVE DIFFICULTY IDENTIFYING TEN PERSONAL VALUES, REVIEW YOUR WORKSHEETS ENTITLED MY PERSONAL SATISFACTIONS AND WHAT I VALUE TO SEE WHAT VALUES YOU HAVE PREVIOUSLY IDENTIFIED."

Pause 15 to 20 minutes.

The group leader should circulate around the group and provide assistance as needed.

> "AS YOU PREPARE TO MAKE CAREER DECISIONS, IT IS ESSENTIAL NOT ONLY TO KNOW WHAT YOUR INTERESTS, ABILITIES, AND VALUES ARE, BUT ALSO TO KNOW THE RELATIVE STRENGTH OR IMPORTANCE OF EACH. FOR EXAMPLE, I MAY VALUE BOTH INDEPENDENCE AND STABILITY, SPECIFICALLY JOB STABILITY. IT IS IMPORTANT FOR ME TO KNOW WHICH ONE IS MORE IMPORTANT TO ME. IF INDEPENDENCE WERE MORE IMPORTANT, I WOULD PURSUE A CAREER EVEN IF THERE WERE LESS JOB STABILITY THAN A CAREER WHICH OFFERED A GREAT DEAL OF JOB STABILITY BUT NO INDEPENDENCE. LOOK AT YOUR LIST OF INTERESTS

AND ATTEMPT TO RANK ORDER THEM. PLACE A NUMBER '1' IN THE COLUMN LABELED RANK BESIDE THAT WHICH IS YOUR GREATEST INTEREST. CONTINUE RANKING EACH OF THE TEN INTERESTS YOU'VE LISTED WITH THE NUMBER '10' PLACED BESIDE THAT WHICH INTERESTS YOU LEAST."

Pause five minutes.

The group leader will notice that the numbers one through ten appear immediately beside the space allotted for listing interests. If the group leader is familiar with a paired comparison procedure for deriving a rank ordering of items, these numbers can be used in that process. If not, the numbers can be ignored.

"WHEN YOU HAVE COMPLETED THE RANKING OF YOUR INTERESTS, LOOK AT THE COLUMN LABELED 'C/A/M-F.' THINK ABOUT THE INTERESTS THAT YOU HAVE LISTED AND IDENTIFY WHETHER THOSE INTERESTS COULD BE PURSUED BEST IN THE CONTEXT OF A CAREER, AN AVOCATION, OR MARRIAGE AND/OR FAMILY. FOR EXAMPLE, I AM VERY INTERESTED IN JOGGING. HOWEVER, MY INTEREST AND ABILITY IN JOGGING OR RACING ARE SUCH THAT I CAN BEST PURSUE MY INTEREST IN JOGGING AS A HOBBY OR AVOCATION. SO, I WOULD PLACE AN 'A' IN THE COLUMN BESIDE JOGGING. ARE THERE ANY QUESTIONS?"

Pause five to ten minutes.

"NOW TRY TO REPEAT THIS PROCESS FOR BOTH YOUR ABILITIES AND YOUR VALUES."

Pause 15 to 20 minutes.

"AT THIS POINT, WE EACH SHOULD HAVE A RELATIVELY WELL-DEFINED AND ELABORATED AWARENESS OF OUR INTERESTS, ABILITIES, AND VALUES. I'D LIKE TO RETURN TO THE BELIEFS ABOUT ME WORKSHEET. GIVEN WHAT YOU NOW KNOW ABOUT YOUR INTERESTS, ABILITIES, AND VALUES, CAN YOU IDENTIFY HOW THESE ARE REFLECTED IN YOUR SELF-BELIEFS? FOR EXAMPLE, SINCE MY GRADES AND TEST SCORES USED TO INDICATE ABILITY IN MATH, ONE OF MY SELF-BELIEFS IS THAT I AM GOOD IN MATH. AS YOU REVIEW YOUR LIST OF BELIEFS ABOUT YOURSELVES, IF YOU IDENTIFY SOME ADDITIONAL BELIEFS THAT YOU HAD NOT THOUGHT OF BEFORE, PLEASE LIST THEM, TOO."

Pause.

"USING ONLY YOUR LIST OF SELF-BELIEFS, HOW MANY OCCUPATIONS OR CAREERS CAN YOU THINK OF THAT WOULD BE CONSISTENT WITH YOUR CURRENT LIST OF SELF-BELIEFS? WHAT CAREERS MIGHT BE INCONSISTENT WITH YOUR SELF-BELIEFS?"

Pause for discussion and for answering any questions that the participants might have.

My Interests, Abilities, and Values

I am interested in:

		Rank	C	A	M-F
1. ____________________	1 2 3 4 5 6 7 8 9 10				
2. ____________________	1 2 3 4 5 6 7 8 9 10				
3. ____________________	1 2 3 4 5 6 7 8 9 10				
4. ____________________	1 2 3 4 5 6 7 8 9 10				
5. ____________________	1 2 3 4 5 6 7 8 9 10				
6. ____________________	1 2 3 4 5 6 7 8 9 10				
7. ____________________	1 2 3 4 5 6 7 8 9 10				
8. ____________________	1 2 3 4 5 6 7 8 9 10				
9. ____________________	1 2 3 4 5 6 7 8 9 10				
10. ____________________	1 2 3 4 5 6 7 8 9 10				

My greatest talents and abilities include:

		Rank	C	A	M-F
1. ____________________	1 2 3 4 5 6 7 8 9 10				
2. ____________________	1 2 3 4 5 6 7 8 9 10				
3. ____________________	1 2 3 4 5 6 7 8 9 10				
4. ____________________	1 2 3 4 5 6 7 8 9 10				
5. ____________________	1 2 3 4 5 6 7 8 9 10				
6. ____________________	1 2 3 4 5 6 7 8 9 10				
7. ____________________	1 2 3 4 5 6 7 8 9 10				
8. ____________________	1 2 3 4 5 6 7 8 9 10				
9. ____________________	1 2 3 4 5 6 7 8 9 10				
10. ____________________	1 2 3 4 5 6 7 8 9 10				

Defining and Valuing One's Self

I value:

I value:		Rank	C	A	M-F
1.____________________	1 2 3 4 5 6 7 8 9 10				
2.____________________	1 2 3 4 5 6 7 8 9 10				
3.____________________	1 2 3 4 5 6 7 8 9 10				
4.____________________	1 2 3 4 5 6 7 8 9 10				
5.____________________	1 2 3 4 5 6 7 8 9 10				
6.____________________	1 2 3 4 5 6 7 8 9 10				
7.____________________	1 2 3 4 5 6 7 8 9 10				
8.____________________	1 2 3 4 5 6 7 8 9 10				
9.____________________	1 2 3 4 5 6 7 8 9 10				
10.____________________	1 2 3 4 5 6 7 8 9 10				

☐ ACHIEVING SUCCESS (Session VI)

Addition: Goal-Setting Process

General Goal:

Addition: Participants will continue to develop goal-setting skills.

This activity follows Informational Resources.

Handouts:

Rating My Goal Success (see Session III)

Goal Planning (see Session III)

Addition: Goal-Setting Process

I. **Prescriptive Goal:**

Participants will continue to develop goal-setting skills by analyzing their effectiveness in goal setting and goal attainment.

II. **Time Needed:**

15 minutes

III. **Intervention Strategy:**

This is a repetition of the goal-rating and goal-setting process in Session III. This time, goals should be planned for the target date of Session X (four weeks). Again, stress the use of the planned steps to modify goal directed actions or to modify goal.

△ ASSERTING ONE'S SELF (Session VI)

Modification:

Workshop Evaluation. Add questions about the assertive qualities of the guest speaker to the initial discussion about the career workshop, such as:

-- Whom did you think were the most and the least assertive among the speakers?

-- Which occupations seemed to require the most assertive qualities?

-- Were there any occupations for which assertive skills were unnecessary?

-- Which speakers did you think were both assertive and very attractive? What did you observe about them?

-- What kind of body language was expressed by your favorite speaker? What about her posture, tone of voice, and eye contact?

Addition: Body Language

I. Prescriptive Goal:

Participants will learn how one's own body language communicates assertiveness, non-assertiveness, and aggressiveness.

II. Time Needed:

40 minutes. Use 40 minutes of the time set aside for Informational Resources. Then use the remaining 20 minutes to explain the Informational Resources, and suggest that participants pursue them another time on their own.

III. Intervention Strategy:

In order to allow participants to experience what they have read in Butler's Chapter 6 about body language, divide them into groups of four. Distribute a copy of the following five statements to each group. Each group is to take each statement, one at a time, and say that one statement many times with different body language accompanying the statement. Within each group of four, each participant in turn repeats the same statement using different body language. The goal of the game is to see how many different ways four people can find to say the same very little statement.

Body Language Game Statements

a. Please mother, I'd rather do it myself.
b. I am returning your book.
c. Sure you can borrow my sweater.
d. I don't mind.
e. Isn't she nice.

Each group of four should go around their circle at least four times, so that each participant gets to listen to others, between each of her four turns. The activity thus becomes a group effort.

> "THAT WAS VERY CREATIVE. THERE SURE ARE A LOT OF WAYS TO SAY THE SAME THING WHEN YOU GET YOUR BODY TO HELP. WHAT PARTS OF YOUR BODY DID YOU USE TO TRY TO CHANGE THE STATEMENT?"

Pause to discuss thoroughly the possible contributions of posture, body movement, tone of voice, and facial expression.

Ask participants to play another game involving the making of requests. They are to stay in the same groups, and one at a time say each of the following statements three times, using body language that is assertive, non-assertive and aggressive in turn.

Examples of Requests

1. I'd like some help from you.
2. I'd like to have this back by four o'clock tomorrow afternoon (at the drycleaners).
3. I'd like to say something now and I would appreciate it if I weren't interrupted.

In this game, each participant varies the order of the body language for each statement, pausing after each statement while the others attempt to guess whether she has just been assertive, non-assertive, or aggressive. This process provides feedback on how students are perceived by others, and whether they are communicating what they think they are through their body language as well as their speech.

Discuss what participants learned about their own and others' body language.

COPING WITH SUCCESS (Session VI)

Suggestions:

Workshop Evaluation. It is very important to deal with each participant's reactions to the Career Information Workshop on an individualized basis. The first step is to give each woman sufficient time to express herself in answer to the discussion questions so that you can have a good idea about the personal meaning of the workshop for each participant.

It is likely that this kind of workshop with so many role models available often has a deep impact on participants. There may be as many fears aroused as there are fears comforted. However, it is constructive and inevitable that the brush with reality will occasion losses of illusions and fears of commitment. For example, some young women of this age hold an unrealistic glamour role such as movie star as a career goal. This serves a defensive function for them in dealing with their fears of being insufficiently attractive. It is very painful for these young women to be asked to plan realistically, for this demands that they abandon their wishful fantasy. Some participants of this nature may drop the program, because they are not ready for the collision with realistic thinking.

Other participants leave this workshop beset by the realization of how much actual time and energy it will take to achieve their goal. For example, it can be quite pleasant to receive admiration from parents and teachers for the intention to become a physician. However, it can be a shock to become aware of realities such as the limitations placed on personal life by certain stages of the training period. If in this case the young woman has the ability necessary to succeed in medical school, then the strategy might involve helping her to evaluate this new information in the context of a longer time span, that her feelings about school might change, and that if she is tired of school, she can take some time off between high school and college or college and graduate school.

Discussion guide for Speakers' Lifestyles forms:

The question about job satisfaction of speakers is expanded for the purpose of increasing participants' positive anticipations and decreasing their negative anticipations about the experience of performing in an occupation.

Question 3 of Speaker's Lifestyles asks, "What did the guest speaker find most satisfying about her job? Most frustrating?

Ask participants to think of all the possible job satisfactions that were mentioned or suggested by all the speakers they heard. Ask them to gather in groups of four and to have one member of each group write their list on newsprint. The list should include positive gratifications offered by a job such as the following:

- Being an important person
- Earning enough money to live on
- Earning a very high income
- Helping people
- Being a leader; having responsibility
- Working independently
- Working in a group with others
- Thinking about the job constantly
- Having a lot of leisure time
- Rising to a challenge
- Having security in the job
- Providing opportunities for advancement

Pause five minutes for lists to be completed.

Ask each person to choose one speaker and to list the three satisfactions that seemed most rewarding to her about her work.

Pause two minutes.

Then ask participants to select from their group list what they think might be the three greatest possible sources of satisfaction for them in that same particular job.

Pause two minutes.

Ask participants to share their ideas in their groups. After they have done this, ask them to reconsider the list and select the five satisfaction items they feel would be the most highly rewarding that any job could offer them. Then ask that they list these in rank order, and share with their groups.

Questions 4 and 5 of Speaker's Lifestyles offer an opportunity to explore ideas about the management of role conflict and the possibility of having both a career and a family.

It is important for participants to share their personal impressions of speaker's lifestyles in response to question 5, "How did you feel about her lifestyle for yourself?"

Some additional questions about personal lifestyle preferences can be discussed, such as:

1. Which speakers

   a. Had one or two children?
   b. Had many children?
   c. Were divorced?
   d. Chose to live alone?

2. How did this lifestyle fit in with their occupation?

3. Did you notice some different ideas about being a wife and mother, such as:

   a. Being the center of the family, responsible for arranging all family upkeep, food, and events.

   b. Sharing the responsibility with husband and children for eating, house cleaning, and planning.

4. Which of these ideas about how a family should be run appeal to you? How would this fit in with a career in which you are interested?

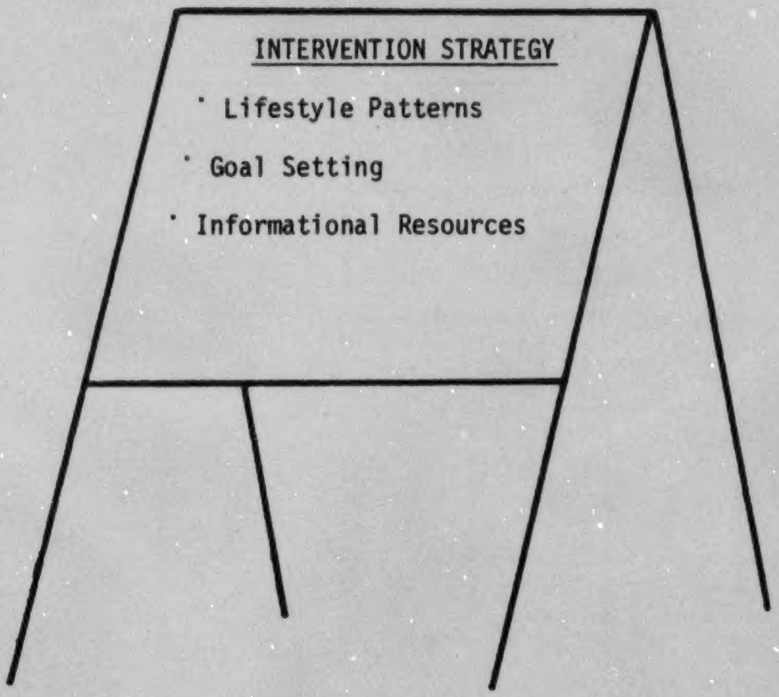
Role Models

Please refer to the suggestions in Session V for guidelines for selecting role models who can effectively carry out the prescriptive goals of this special group. In addition, it is very important to individualize the selection of a role model for each participant with reference to both the occupational and lifestyle aspects of the model. For example, a participant might wonder whether her desire to be a physician and her desire to have a large family can both be accomplished. The selection of the particular role model can be very influential in not only answering her question about whether it can be done, but also how it can be done. Others may wish to have an opportunity to explore the lifestyle option that includes being single and having a career, particularly if most of the women they know are married.

SESSION VII--

BEGINNING TO PLAN

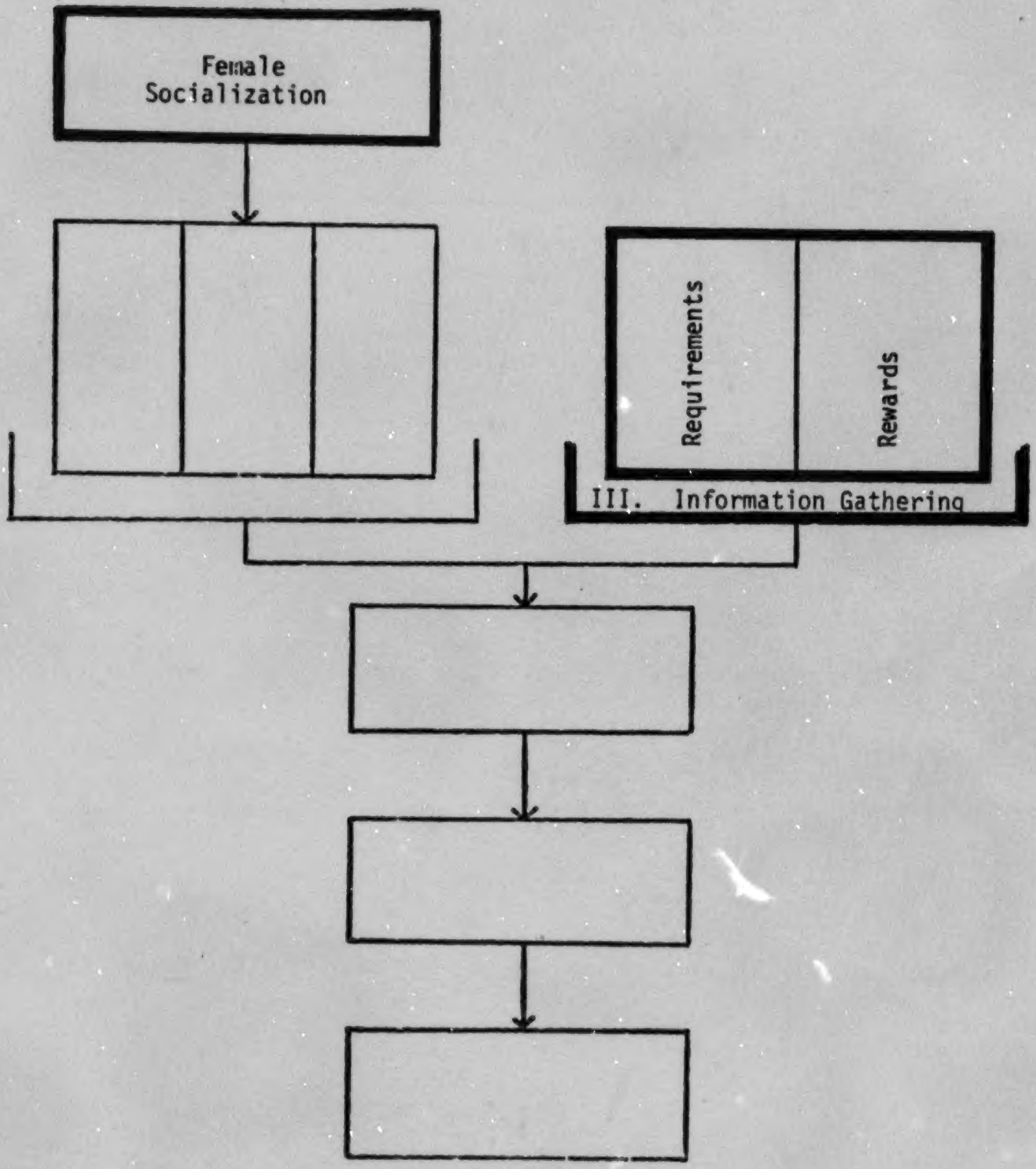
SESSION VII--BEGINNING TO PLAN


INTERVENTION STRATEGY
· Lifestyle Patterns
· Goal Setting
· Informational Resources

- Lifestyle Patterns attempts to increase conscious planning on the part of participants by evaluating a variety of women's life patterns.
- Goal Setting offers skills for setting manageable goals, and an understanding of how these skills fit into life planning.
- Informational Resources continues to provide an opportunity to explore the many media resources for career exploration.

Handouts:	Materials:
Lifestyle Patterns	Magic markers
Three Goals I Would Like to Reach	Newsprint, masking tape, watch

PROJECT CHOICE


Female Socialization
Requirements
Rewards
III. Information Gathering

SESSION VII

General Goals:

1. Participants will assess a variety of lifestyles offering particular rewards and difficulties as possible choices for their future.
2. Participants will learn goal-setting skills and set personal goals in order to develop these skills.
3. Participants will continue to investigate media resources for career exploration.

Introduction:

Often women fall into lifestyle patterns without being aware of potential choice points and alternatives. The introduction of several lifestyles at once is designed to promote the understanding that alternatives exist. The exercise of enumerating advantages and disadvantages suggests that there is no perfect pattern for everyone, but that each pattern offers characteristic rewards that may be rationally chosen.

Goal setting is included at this point in the program because it is the necessary tool for ongoing life planning. At this time, participants only think in a general way about future lifestyles. However, they can use goal-setting skills in order to operationalize their long-range planning into manageable steps. Many participants are not ready yet to make far-reaching decisions about occupations, but all can benefit from practicing the skills of goal setting.

Exploring informational resources continues to be an important segment of the program and time is set aside for this purpose.

LIFESTYLE PATTERNS ○

I. Prescriptive Goals:

A. Participants will view different lifestyles as possible choices for the future.

B. Participants will examine particular lifestyles for the different kinds of rewards and difficulties they offer.

II. Time Needed:

30 minutes

III. Intervention Strategy:

○ "NOW WE ARE GOING TO TAKE ANOTHER LOOK AT DIFFERENT LIFESTYLES THAT WOMEN CHOOSE, AND SEE HOW THEY MIGHT FIT IN WITH CAREERS."

Hand out Lifestyle Patterns

Ask students to read these patterns. Take time for explanations, making sure the patterns are understood. Have students form groups of about four each, and ask each group to brainstorm and write down the advantages and disadvantages for one lifestyle at a time.

For example, if there are three groups, they can be asked to brainstorm the following patterns:

Group A: patterns 1, 4, and 7

Group B: patterns 2, 5, and 8

Group C: patterns 3, 6, and 9

If there are four groups, each group can do two lifestyles, etc. A separate sheet of newsprint should be provided for each lifestyle. A line can be drawn down the middle to separate advantages from disadvantages.

Allow about 15 minutes for this activity.
Then ask each group to present their ideas to the entire group.
The following questions can be used for discussion:

Which lifestyles seem most appropriate or appealing to you?

How much time and energy has been set aside for being a parent? How does this fit into your decision about life-style?

What kind of planning is needed if you continue to work while raising a family?

If you plan to stay home when children are young, how could you keep up with the field in preparation for re-entry?

How does one of the careers you are considering relate to these patterns?

GOAL SETTING ☐

I. Prescriptive Goals:

A. Participants will learn the skills for goal setting.

B. Participants will understand how to use goal-setting skills for career exploration.

II. Time Needed:

40 minutes

III. Intervention Strategy:

○ "SOME WOMEN ARE PLANNERS, AND OTHERS WAIT FOR LIFE TO MAKE THEIR CHOICES FOR THEM. SETTING GOALS IS TAKING CHARGE OF YOUR OWN LIFE, NOT JUST PASSING THROUGH AND HOPING FOR THE BREAKS. WE PROBABLY WILL AGREE THAT MANY OF THE POSSIBLE REAL LIFE BREAKS IN THE CHOICE CARD GAME CREATED PRETTY UNCOMFORTABLE SITUATIONS FOR ANYONE WHO WAS UNPREPARED TO PICK UP THE PIECES AND MOVE ON. BEING PREPARED, HOWEVER, INVOLVES A CRUCIAL SKILL: GOAL SETTING. WHAT IS A GOAL?"

Pause for answers.

Possible answers: end, destination, purpose, what you are aiming for . . .

"WHAT HAPPENS IF YOU HAVE NO GOALS?"

Pause for answers.

Possible answers: drifting, lack of direction, disinterest, nothing to look forward to . . .

"YOU CAN ALSO LOOK BACK AND REALLY ENJOY

PAST ACCOMPLISHMENTS WHICH ARE ACTUALLY GOALS THAT HAVE BEEN MET. IT IS TERRIBLY IMPORTANT TO BE AWARE OF PAST GOALS THAT YOU HAVE ACCOMPLISHED. OFTEN WE OVERLOOK THE SIGNIFICANCE OF THESE ACCOMPLISHMENTS AND LOSE THE OPPORTUNITY TO APPRECIATE OUR OWN ABILITIES. (OPTIONAL) WOULD YOU SHARE SOMETHING YOU'VE DONE IN THE LAST FEW WEEKS THAT YOU FEEL GOOD ABOUT ACCOMPLISHING?"

Pause for some answers.

"LEARNING TO SET GOALS IS NOT ONLY CENTRAL TO CAREER PLANNING BUT IS A SKILL THAT CAN BE APPLIED TO MANY AREAS OF ONE'S LIFE. THERE ARE TWO KINDS OF GOALS: SHORT-TERM ARE GOALS YOU CAN ACCOMPLISH FAIRLY EASILY OR IN A SHORT PERIOD OF TIME AND LONG-RANGE GOALS ARE THOSE THAT YOU CAN START PLANNING FOR A LATER TIME IN YOUR LIFE SUCH AS PLANNING A TRIP, DECIDING TO GO ON TO FURTHER SCHOOLING, OR MAKING PLANS FOR A CAREER. WHETHER SHORT-TERM OR LONG-RANGE GOALS, THERE ARE SPECIFIC STEPS AND CRITERIA THAT MUST BE PRESENT FOR GOAL ATTAINMENT.

DO ANY OF YOU KNOW THE CRITERIA FOR APPROPRIATE GOAL SETTING?"

N.B.: *Allow time for answers which might need to be expanded or clarified to produce the following information:*

1. *A goal should be a description of something you want to accomplish.*
   The goal must be your own. It must be meaningful and of value to you individually, not to your parents or friends.

2. *A goal should be written so that it is clear to you and to anyone else when you have achieved it.*
   The clearer the goal, the higher the motivation to accomplish it.

3. *A goal should present a moderate challenge. Reaching it will take some effort, but it must be possible for you to achieve.*
   The goal must be realistic and attainable. Often we set too many goals or ones that are too difficult to attain in the allotted period of time.

4. *A goal should have a realistic date which would allow you enough time to achieve it.*
   A specific deadline will establish exactly when the goal has been accomplished as well as provide motivation.

"TAKE A FEW MINUTES TO CONSIDER THREE GOALS

YOU WOULD LIKE TO REACH.

PLEASE CONSIDER AT LEAST ONE GOAL THAT YOU CAN

COMPLETE BY NEXT SESSION."

Hand out Three Goals I Would Like to Reach

Once the participants have completed the three "descriptions," help them and encourage them to help each other to rewrite each goal without "fuzzies," i.e., using words that describe observable behavior or measurable learning.

Example: I will show more love to my grandmother.

Rewritten: I will visit my grandmother at least once a week.

Date set: Each week

INFORMATIONAL RESOURCES △ □

I. Prescriptive Goal:

Participants will continue to gain career information by exploring the many media resources available.

II. Time Needed:

45 minutes

III. Intervention Strategy:

⬡ See Session VI

Handouts for Session VII

Lifestyle Patterns 365
Three Goals 366

PROJECT CHOICE

Lifestyle Patterns*

All patterns assume completion of high school.

1. Marriage/childrearing/hobbies and community service
2. Marriage/childrearing/education/employment
3. Marriage and employment/education and childrearing/employment when last child starts school
4. Education/marriage/childrearing/no employment
5. Education/marriage/childrearing/employment when children leave home
6. Education/marriage and employment/childrearing and part-time employment
7. Education/marriage and employmeht/childrearing (household help) and employment
8. Education/marriage/no children/employment
9. Education/single lifestyle/employment

---

* These lifestyles are sequenced chronologically from left to right.

PROJECT CHOICE

Three Goals I Would Like to Reach

Description of Goal No. 1______________________________

____

____

Description of Goal No. 2______________________________

____

____

Description of Goal No. 3______________________________

____

____

Goal No. 1 rewritten without "fuzzies"______________________

____

____

Goal No. 2 rewritten without "fuzzies"______________________

____

____

Goal No. 3 rewritten without "fuzzies"______________________

____

____

Date set for the accomplishment of Goal No. 1:__________________

Date set for the accomplishment of Goal No. 2:__________________

Date set for the accomplishment of Goal No. 3:__________________

Special Group Changes for Session VII

Defining and Valuing One's Self 369

Achieving Success 373

Asserting One's Self 379

Coping with Success 383

○ DEFINING AND VALUING ONE'S SELF (Session VII)

Modifications:

Lifestyle Patterns. During the discussion of the various lifestyle patterns, the *Beliefs About Self* sheets should be reviewed. The group leader should explore with the participants how selection of each individual lifestyle might alter or influence one's self-perceptions. For example, if one believed oneself to be a high achiever, how might a lifestyle of housewife and mother with no employment or career involvement affect such a self-perception?

Goal Setting. In the Goal-Setting Activity, the facilitator returns to the student's Self-Descriptor worksheets. Students are asked to select one self-descriptor which was relatively low. (Note: Remember that the lower the number, the more specific descriptor was viewed as how the student actually was and not how the student ideally wanted to be.) For the selected self-descriptor, each student is asked to describe in behavioral terms how that trait is manifested. For example:

> Self-Descriptor: "I would describe myself as being shy."
>
> Behavior: "I cannot initiate a conversation with a total stranger."

After taking the abstract self-descriptor and translating it into behavioral terms, the student is asked to define a goal related to the behavior. For example:

> Goal Statement: "I will start a conversation with one student whom I do not know personally."

By approaching goal setting in this fashion, the student learns more than goal-setting skills. She learns how to translate abstract self-descriptors into actual behaviors which in turn can be altered. Through the course of goal setting, the student recognizes that if her perceptions of how she *actually is* differ from how she would *ideally like to be*, she can identify ways in which she can work toward her ideal.

Additions: Self-Beliefs and Career Choice

I. Prescriptive Goal:

Participants will identify several occupational possibilities or options and will compare such options with their completed Beliefs About Self worksheet and Self-Descriptors worksheet.

II. Time Needed:

30 minutes

III. Intervention Strategy:

During this activity, the facilitator will continue to focus on the relationship between self-beliefs and occupation or career choice while expanding the application of this concept to a variety of occupational options. The facilitator should have the group divide into triads (groups of three).

> "I WOULD LIKE EACH OF YOU TO TAKE A FEW SECONDS AND THINK OF THREE OCCUPATIONS. ONE OCCUPATION SHOULD BE ONE THAT YOU THINK MIGHT BE OF INTEREST TO YOU. ONE OCCUPATION SHOULD BE ONE THAT YOU THINK WOULD DEFINITELY NOT BE OF INTEREST TO YOU. THE THIRD OCCUPATION SHOULD BE ONE ABOUT WHICH YOU FEEL RELATIVELY INDIFFERENT."

Pause.

> "NOW, IDENTIFY THE SHORTEST MEMBER OF YOUR GROUP. I WOULD LIKE THIS PERSON TO SHARE WITH THE TWO REMAINING MEMBERS OF THE GROUP THAT OCCUPATION WHICH HAS BEEN SELECTED AS BEING INTERESTING. THE TWO GROUP MEMBERS

WILL HAVE ONE MINUTE TO IDENTIFY AS MANY CHARACTERISTICS AS POSSIBLE WHICH MIGHT BE ASCRIBED TO AN INDIVIDUAL IN THIS OCCUPATION. AS THEY CALL OUT CHARACTERISTICS, THE FIRST STUDENT WILL INDICATE WHETHER A SUGGESTED CHARACTERISTIC IS OR IS NOT CONSISTENT WITH HER SELF-BELIEFS AND SELF-DESCRIPTORS."

If it appears as though the group does not completely understand the process, the facilitator and two student volunteers should demonstrate. The process occurs nine times so that each student has the opportunity to present each of her three selected occupations. The facilitator is responsible for timing the one-minute intervals and for seeing that each student has the opportunity to share each of her three occupations. At the conclusion of the activity, the students should be brought back into one large group for discussion.

"FROM THIS EXPERIENCE, WHAT DID YOU DISCOVER? HOW DID THE SUGGESTED CHARACTERISTICS OF YOUR OCCUPATIONS CORRESPOND WITH YOUR SELF-BELIEFS? HOW DID THE CHARACTERISTICS OF THE OCCUPATION WHICH YOU WOULD NOT FIND INTERESTING CORRESPOND WITH YOUR SELF-BELIEFS? COULD ANYONE DRAW A GENERALIZATION FROM THIS EXPERIENCE?"

This activity is based upon findings which indicate that individuals, even at very young ages, hold rather accurate perceptions of various careers and the characteristics of persons in those careers. However, the facilitator should note several precautions to the group, as follows:

"AS ALL STEREOTYPES, STEREOTYPIC PERCEPTIONS OF CAREERS AND THE CHARACTERISTICS OF THOSE PERSONS ENGAGED IN THOSE CAREERS ARE NOT ACCURATE OR APPLICABLE IN ALL INSTANCES.

IF SUGGESTED CHARACTERISTICS DIFFERED COMPLETELY FROM YOUR LIST OF SELF-DESCRIPTORS, IT DOES NOT MEAN THAT THE OCCUPATION IS NOT APPROPRIATE FOR YOU. IT DOES SUGGEST THAT FURTHER EXPLORATION IS NEEDED IN ORDER TO IDENTIFY WHY SUCH DISCREPANCIES EMERGED. THE CHARACTERISTICS SUGGESTED MAY NOT HAVE BEEN SALIENT, IMPORTANT, OR ACCURATE WITH RESPECT TO THE PARTICULAR CAREER OR OCCUPATION MENTIONED. SOME SELF-BELIEFS MAY, IN FACT, NOT BE EXPRESSED THROUGH OCCUPATIONAL OR CAREER CHOICE BUT, RATHER, THROUGH AVOCATIONAL PURSUITS, FOR EXAMPLE. THERE IS EVIDENCE THAT THE DEGREE TO WHICH AN INDIVIDUAL FINDS SELF-EXPRESSION IN HIS/HER OCCUPATION IS PARALLELED BY THE DEGREE TO WHICH THE INDIVIDUAL EXPERIENCES JOB SATISFACTION."

The facilitator should allow sufficient time for students to discuss the activity and their "hypotheses" drawn from the experience.

☐ ACHIEVING SUCCESS (Session VII)

Addition: Analyses of Case Examples

General Goal:

Substitute for General Goal 2.

2. Participants will increase their knowledge of the three motivations.

Handouts:

Case Examples: Kristi, Nancy and Jo.

Rating My Goal Success (see Session III)

Goal Planning (see Session III)

Materials:

Large pad, easel, and flow pen; pencils for each participant.

Addition: Analyses of Case Examples

I. Prescriptive Goals:

1. Participants will analyze two case examples in terms of interests, abilities, Holland codes, and strengths of achievement, affiliation, and power motives.
2. Participants will use results of analysis to identify possible appropriate careers and rate success probabilities in them.

II. Time Needed:

45 minutes

III. Intervention Strategy:

"WE'RE GOING TO DISCUSS THREE STUDENTS AND TRY TO DECIDE WHAT THEY ARE LIKE AND SUGGEST POSSIBLE CAREERS THEY COULD EXPLORE. WE'RE ALSO GOING TO THINK ABOUT HOW SUCCESSFUL WE THINK THEY'RE GOING TO BE IN REACHING THEIR CAREER GOALS."

Re-form the entire group. On the easel pad, write each group's responses, taking one case at a time. Allow participants to explain their reasoning, especially where there are differences of opinion. Each case analysis reporting should be limited to five minutes.

Profile of Kristi

Holland Code - SAI

Age: 17, High School Senior.

Best Subjects: English and Math (A- averages).

Worst Subjects: French and History (C+ averages).

Activities: Babysitting, volleyball team captain, photography.

Strong Points: Outgoing, good humor, social, verbal reasoning, leadership.

Weak Points: Procrastinates, disorganized, has trouble meeting deadlines and appointments.

Kristi wants very much to be a speech therapist but she has also considered going into politics. She's been accepted into college but is concerned about what courses to take. She's decided to wait until she gets there to worry about that, since she's really too busy now.

1. How does Kristi's SAI designation describe her?
2. How do her interests describe Kristi?
3. List her strong ability areas:
4. Rate her motivation levels by circling an "X" for each motive:

	Low	Moderate	Strong
Achievement	X	X	X
Affiliation	X	X	X
Power	X	X	X

5. Suggest two possible careers:
6. How would you rate her probabilities for career success?_________.
7. How might she increase her probabilities for success?

Profile of Nancy

Holland Code - RIC

Age: 18, College Freshman.

Best Subjects: P. E., Science, Math (B+ averages).

Worst Subjects: English and History (C- averages).

Activities: Jogging, tennis, growing rare plants.

Strong Points: Abstract reasoning, physical coordination, perseverance, planning and organization.

Weak Points: Shy, lack of self-confidence, reluctant to talk in front of groups.

Nancy had intended to be a nurse when she was young. She played nurse with her stuffed animals. She's good in science and she really loves the field trips her biology class takes since they go into the mountains near the campus and she enjoys being in the forest by herself observing the plants and animals. She has made an appointment to talk to a college career counselor about the possibility of preparing for a career in wildlife management.

1. How does Nancy's RIC designation describe her?

2. How do her interests describe Nancy?

3. List her strong ability areas:

4. Rate her motivation levels by circling an "X" for each motive:

	Low	Moderate	Strong
Achievement	X	X	X
Affiliation	X	X	X
Power	X	X	X

5. Suggest two possible careers:

6. How would you rate her probabilities for career success?__________.

7. How might she increase her probabilities for success?

Profile of Jo

Holland Code - ASE

Age: 16, High School Junior.

Best Subjects: History and English (B averages).

Worst Subjects: Math and Science (C- averages).

Activities: Class officer, high school paper and yearbook staff, chorus, marching unit.

Strong Points: Social, verbal reasoning, abstract reasoning, writing.

Weak Points: Poor attitude toward work, clerical speed and accuracy, spelling, space relations.

Jo isn't sure what she wants to do as a career. She knows she could get better grades but enjoys her extra curricular activities and just never gets around to putting much time in on studying. She hopes her grades will be good enough to get into college, since she doesn't want to go to work now. What could she do anyway? She believes that if she gets to college, she'll be older then, so her grades will get better.

1. How does Jo's ASE designation describe her?
2. How do her interests describe Jo?
3. List her strong ability areas:
4. Rate her motivation levels by circling an "X" for each motive.

	Low	Moderate	Strong
Achievement	X	X	X
Affiliation	X	X	X
Power	X	X	X

5. Suggest two possible careers:
6. How would you rate her probabilities for career success?__________.
7. How might she increase her probabilities for success?

Addition: Goal Planning

I. Prescriptive Goal:

Participants will continue to develop goal-setting skills.

II. Time Needed:

15 minutes

III. Intervention Strategy:

This strategy is a repetition of Goal Planning in Session III. For this goal plan, allow participants to set goals for any length of time. A two to six-month time would be appropriate depending on previous success and type of goal.

Handouts:

Rating My Goal Success (see Session III)

Goal Planning (see Session III)

△ ASSERTING ONE'S SELF (Session VII)

Addition: Learning to Say No

I. Prescriptive Goals:

A. Participants will understand how the ability to refuse requests is related to taking charge of their own goals.

B. Participants will practice assertive skills in responding to requests.

C. Participants will experience the inconveniences of refusal avoidance in order to increase their skills in identifying non-assertive behavior and to become motivated to change their behavior.

II. Time Needed:

30 minutes. It is suggested that this exercise be used after Goal Setting and before Information Resources. Part of the time allotted for Informational Resources can be used.

III. Intervention Strategy:

"TODAY FOR OUR ASSERTIVENESS SKILLS WE ARE GOING TO CONCENTRATE ON LEARNING TO BE COMFORTABLE WHEN WE NEED TO SAY NO. THIS IS PART OF TAKING CHARGE OF OUR OWN GOALS. IF WE DO NOT TAKE TIME TO CONSIDER WHAT GOALS ARE MEANINGFUL AND WORTHWHILE TO US AND GIVE OURSELVES A CHANCE TO DECIDE WHETHER THIS IS SOMETHING WE REALLY WANT TO DO, WE ARE THEN LEFT IN THE UNCOMFORTABLE POSITION OF HAVING ONLY GOALS WHICH ARE ASSIGNED TO US BY OTHER PEOPLE.

OF COURSE, THERE ARE MANY GOALS THAT WE DO NOT HAVE MUCH CONTROL OVER, THAT ARE GIVEN TO US BY OTHER PEOPLE SUCH AS TEACHERS, ATHLETIC COACHES AND BAND DIRECTORS FOR EXAMPLE. THESE ARE

NECESSARY FOR COORDINATING A CLASS OR TEAM EFFORT. BUT WE DO HAVE AN OPPORTUNITY TO AGREE TO OR REFUSE MANY OF THE REQUESTS THAT OTHER PEOPLE MAKE OF US. LET'S ENUMERATE SOME REQUESTS THAT PEOPLE MAKE OF US WHERE WE DO HAVE A CHOICE OF SAYING YES OR NO."

Pause for discussion.

The situations which participants agree give them an opportunity to say "yes" or "no" can be written on newsprint. Some examples might be:

1. You are asked to lend your bicycle to a friend who wishes to take it to a crowded sports event where bicycles are often stolen.
2. You are asked to help another student to cheat on a test.
3. You are asked to give someone your homework to copy.
4. You are asked to head the raffle sales of your club. You already have too many responsibilities scheduled and have a job on Saturday and Sunday.
5. Your parents are away for the weekend, and have left strict instructions not to have any friends come over. A friend calls to ask you to have a party at your house.

"SOMETIMES WE FIND IT DIFFICULT TO SAY NO DIRECTLY SO WE USE EXCUSES AND KIND OF BEAT AROUND THE BUSH. LET'S DO AN EXERCISE WHERE WE PURPOSELY TRY AND SEE HOW THIS FEELS. PICK A PARTNER, THEN TAKE A MINUTE TO THINK OF A REQUEST YOU'D LIKE TO MAKE."

Pause one minute.

"ONE OF YOU GO FIRST AND MAKE YOUR REQUEST. THE OTHER PERSON IS TO TRY AND REFUSE THE

REQUEST WITHOUT EVER DOING IT DIRECTLY. BLAME OTHER PEOPLE, OR SITUATIONS BEYOND YOUR CONTROL. DON'T COME RIGHT OUT AND SAY, 'I'D RATHER NOT,' OR ANY OTHER 'I' STATEMENT. SEE IF YOU CAN RESPOND AS NON-ASSERTIVELY AS POSSIBLE ABOUT YOUR WISHES. JUST FOR THIS EXERCISE, DO NOT COME RIGHT OUT AND DIRECTLY REFUSE, BUT ONLY GIVE HINTS. TRY THIS THREE DIFFERENT TIMES EACH, CHOOSING SITUATIONS FROM THE ONES LISTED OR USING YOUR OWN IDEAS."

The purpose of asking participants to deliberately be non-assertive is for them to have a clearly labeled non-assertive experience to compare with more assertive behavior, so that they can analyze the difference in their own feelings while engaging in these behaviors. See Butler (1976), Chapter 8, "Setting limits: learning how to say no," pp. 151-181, for ideas to use in discussing the feelings which lie behind saying no or avoiding saying no.

After participants have completed the exercise, discuss with them how they felt when avoiding refusal, and how they felt when someone else was avoiding refusing by saying "no" in an indirect manner.

Participants are likely to conclude that they felt dishonest and uncomfortable when avoiding open refusal. They may be surprised to note that their own reactions to being refused in this manner include anger and annoyance. This is crucial information to focus on in the discussion because people often avoid refusing because they are afraid others will be angry and reject them; yet avoiding refusal can be experienced by the recipient as even more frustrating and infuriating than direct refusal.

"NOT LET'S TRY THE REQUEST SITUATION AGAIN. ONLY THIS TIME MAKE SURE TO REFUSE DIRECTLY AND ASSERTIVELY, BUT NOT AGGRESSIVELY. USE

THE WORD 'I.' TAKE DIRECT RESPONSIBILITY
FOR YOUR DESIRE TO REFUSE THE REQUEST.
SELECT A SITUATION TO WORK ON IN WHICH
YOU SINCERELY FEEL THAT YOU WOULD PREFER
TO REFUSE THE REQUEST SO THAT YOUR GOAL
OF REFUSING WILL FEEL WORTHWHILE TO YOU."

Pause while participants complete the exercise.

Ask participants to discuss and compare their feelings in the two kinds of refusal with the entire group.

If some participants felt they were being too rude when refusing, ask for their partner whose request was refused to give feedback as to how they felt and how the refuser seemed to them. You might ask them to try a direct refusal with two other partners. This gives an opportunity to observe others to learn to deal with different types of approaches.

For next time the participants are asked to consider which situations are the most and least difficult for them to behave assertively. They might notice throughout the week where their easiest and most difficult situations are in order to help them with their hierarchy of assertive behavior next week.

COPING WITH SUCCESS (Session VII)

Suggestion:

Informational Resources. Participants need individualized guidance and reassurance to aid them in their use of occupational resources. It is important to be sensitive to those participants who are overwhelmed even with the task of deciding which occupation to learn more about. They may express this by acting hostile, silly, bored, or even supercilious, and by claiming that they need no information.

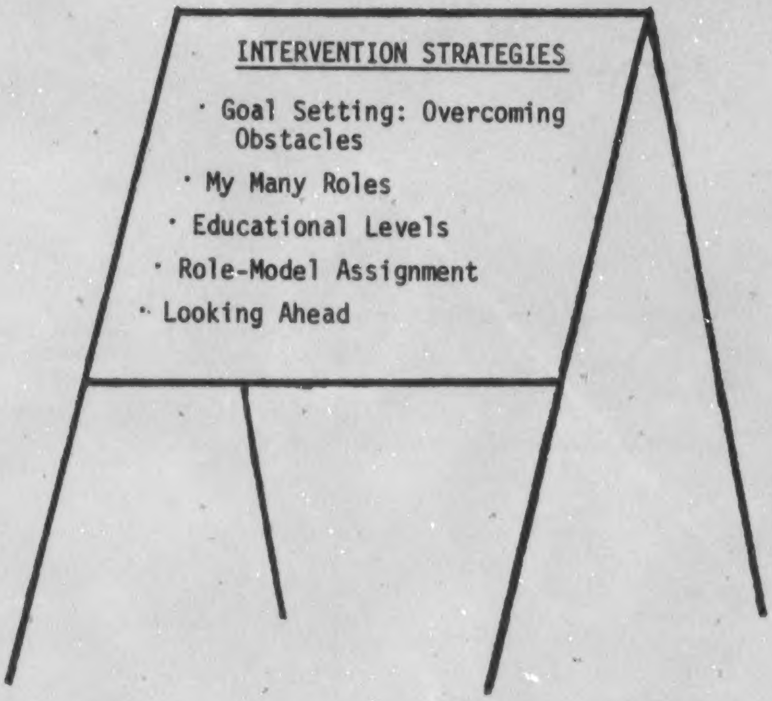
In such cases it is advisable to talk with them individually, to frame their assignment very delicately as just finding out some things, and to make it clear that no decisions or firm commitments are expected of them at this stage. Another way to help them feel safe in exploring is to communicate to them your acceptance of their general interest in exploring broad areas a, b, and c, just to learn more about what are the many possible sub-specialties.

Those who have worked with this age group have witnessed the sincere panic felt by many students when they are not ready to make decisions and when they fear that they will make a wrong decision that will have long-lasting bad effects. In these cases a good strategy is to have empathy with their concerns while defining the situation in ways which help them feel they can explore ideas while remaining safe from being pushed into premature commitments or poor decisions.

SESSION VIII--

--TESTING REALITY

SESSION VIII--TESTING REALITY



INTERVENTION STRATEGIES

- Goal Setting: Overcoming Obstacles
- My Many Roles
- Educational Levels
- Role-Model Assignment
- Looking Ahead

- Goal Setting: Overcoming Obstacles expands the participants' skills in goal setting by exploring the ways in which obstacles can be handled.

- My Many Roles gives participants an opportunity to explore some of the demands and conflicts resulting from different roles and helps them to consider strategies for dealing effectively with such demands.

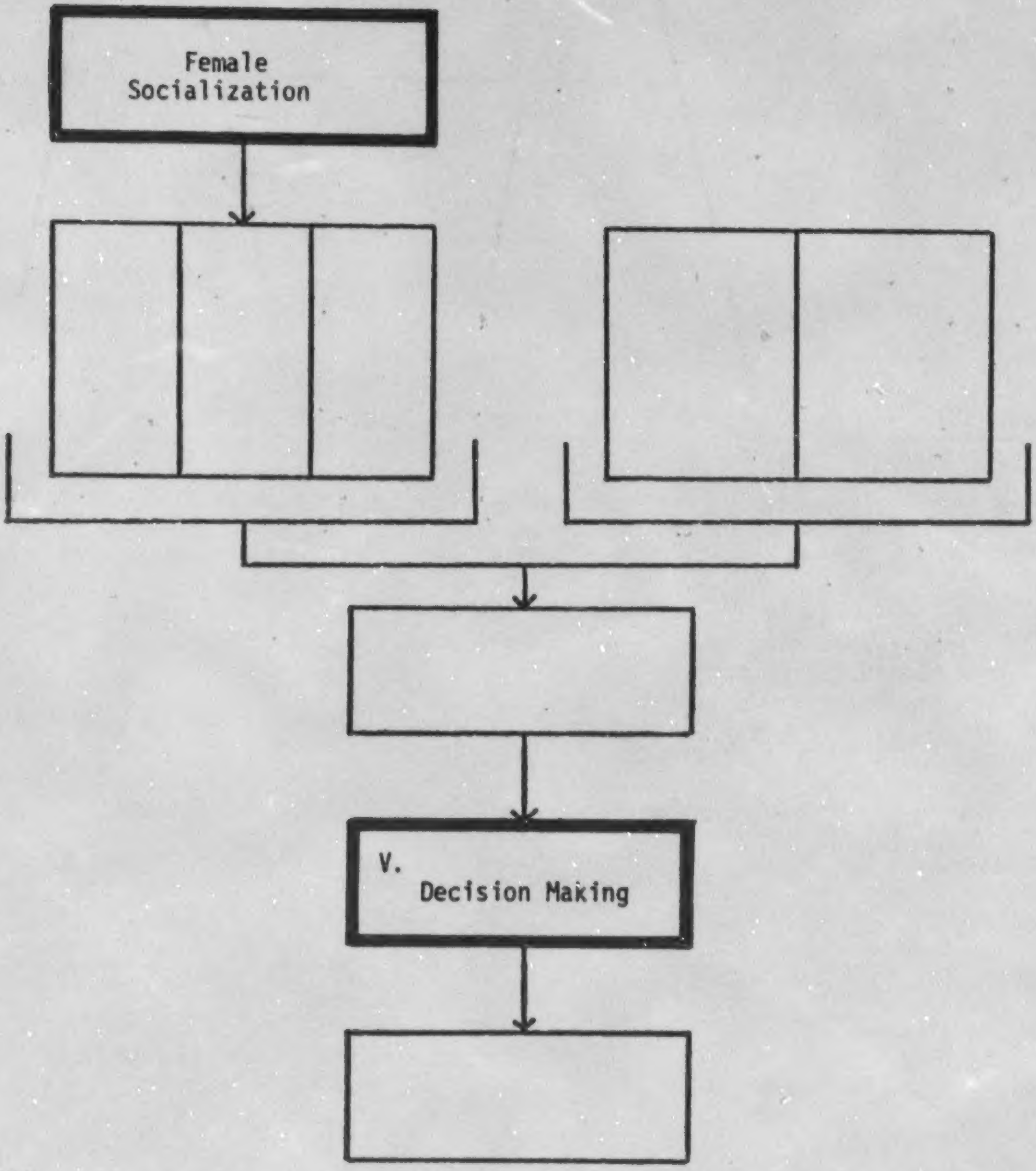
- Educational Levels teaches participants about many different types of post-secondary educational institutions and the credentials to be obtained from each.

- Role Model Assignment gives each participant the name of a role model to contact for a meeting.

- Looking Ahead presents the format for the second Career Information Workshop.

Handouts:	Materials:
Goal Setting: Overcoming Obstacles	3x5 cards with Role-Play instructions
My Many Roles	Magic markers
Opening Doors	Newsprint, masking tape, watch
Career Information Workshop II Flyer	

PROJECT CHOICE


Female Socialization
V. Decision Making

SESSION VIII

General Goals:

1. Participants will learn ways to cope with obstacles to their goals.
2. Participants will explore conflicting role demands and develop strategies to deal with them.
3. Participants will consider the various educational levels that can be attained and some of the requirements for each.

Introduction:

This session continues to develop one of the major themes of this project, that of choice. It does this by helping the participants to expand further their goal-setting skills, to explore the choices among roles that women often make and finally, to learn about different types of educational choices available to them.

Women tend to have many roles to fulfill simultaneously. Most women continually need to evaluate priorities about their different roles and to juggle conflicting demands. The ability to establish priorities among one's roles is very important for coping with busy and complex lives. Therefore this session introduces the notions of having different roles and of establishing priorities in order to bring these role conflicts into conscious awareness for more effective management of role strain in the present and the future.

In order to be able to plan more effectively for their futures, participants are offered an exploration of the possible avenues of post-secondary education available to them. This gives them a preparatory overview for the workshop that follows in Session IX.

N.B.: *Finally, this is the session targeted for the assignment of role models.*

GOAL SETTING ☐

I. Prescriptive Goal:

Participants will learn how to identify obstacles to the attainment of their goals and to develop strategies to overcome them.

II. Time Needed:

20 minutes

III. Intervention Strategy:

○ "LAST WEEK I ASKED EACH OF YOU TO SET A GOAL THAT COULD BE ACCOMPLISHED BY TODAY. WERE YOU ALL ABLE TO REACH YOUR GOAL? COULD SOME OF YOU WHO DID SHARE YOUR GOAL WITH US?"

Pause for answers.

"WOULD SOME OF YOU WHO WERE NOT ABLE TO ACCOMPLISH YOUR GOAL SHARE WHAT PREVENTED YOU FROM DOING IT?"

Pause for answers.

"OFTEN WE SET OUT TO DO SOMETHING BUT DON'T GET AROUND TO IT FOR MANY OF THE REASONS YOU JUST MENTIONED. LET'S SEE HOW WE MIGHT PLAN FOR ACHIEVING OUR GOALS IN A MORE SYSTEMATIC WAY."

Hand out Goal Setting: Overcoming Obstacles. Help participants work through each question in terms of the goal they had set.

MY MANY ROLES

I. Prescriptive Goals:

A. Participants will consider some strategies for dealing with conflicting role demands.

B. Participants will relate what they know about their present conflicting role demands to possible future roles.

II. Time Needed:

30 minutes

III. Intervention Strategy:

⬡ ○ *This series of activities attempts to relate the concept of role conflict to the future lifestyles activity of the previous session. It begins with role playing to promote involvement, and proceeds to a consideration of present roles, "My Many Roles," and concludes with another role play about the future.*

Prior to the session make up four separate 3x5 cards with each of the roles for the two role-playing activities.

Role-Play Instructions

Teacher - You are behind but can bring up your grade if you do well on the test next Tuesday.

Friend - The surprise party for Linda is Saturday night. I'm counting on you to help decorate on Saturday afternoon.

Coach - The team has a real chance at the championship but all players must put in extra practice time on Saturday and Sunday.

Parent - Your grandparents are coming for the weekend and I expect you to spend time with them.

"TODAY WE ARE GOING TO DO SOME ACTIVITIES ABOUT ROLES. ALL OF US ASSUME MANY ROLES THROUGHOUT LIFE. WE WOULD BE LOST WITHOUT THEM FOR THEY GIVE OUR LIVES MEANING. THE MORE ROLES WE FILL THE FULLER OUR LIVES BUT THE MORE ROLE STRAIN.

HAVE YOU EVER BEEN IN A SITUATION WHERE YOU FEEL PULLED IN DIFFERENT DIRECTIONS AND YOU ARE ENGAGED IN A RUNNING ARGUMENT IN YOUR HEAD ABOUT WHAT YOU FEEL YOU NEED TO DO OR WANT TO DO? LET'S PLAY THE DIALOGUE OUT FOR A FEW MINUTES."

Give each part, "teacher," "friend," "coach," and "parent," to a different person.

"WHO WILL VOLUNTEER TO PLAY THE ROLE OF STUDENT? YOU ARE A HIGH SCHOOL JUNIOR. EACH OF THE OTHERS WILL PLAY ONE OF THE PRESSURES ON YOU ON A PARTICULAR WEEKEND."

Role Play for about five minutes.

Discuss how they felt in this situation.

"WHAT STRATEGIES DO YOU USUALLY USE TO FIGURE OUT WHAT IS MOST IMPORTANT? HOW DO YOU RESOLVE THE CONFLICT WHEN YOU ARE IN THAT SITUATION?"

Discuss strategies for dealing with conflicting demands.

Have participants form groups four or five.

Hand out My Many Roles

"TAKE A FEW MINUTES TO FILL OUT THIS LIST WITH THE SIX ROLES YOU PLAY MOST OFTEN AND COMPLETE THE SATISFACTION, EXPECTATION, AND FRUSTRATION FOR EACH. OBVIOUSLY, EACH OF US PLAYS MANY MORE ROLES THAN THESE SIX BUT LET'S LOOK AT THE MOST IMPORTANT ONES

(E.G.: FRIEND, DAUGHTER)."

Share these in small groups using the following questions to guide your discussion:

How do I feel in each role?

Which roles do I find hard, easy?

Which role provides the greatest satisfaction?

Which roles are most often in conflict? Why?

What have you found to be a useful way of dealing with conflicting demands?

"ROLE STRAIN IS A FACT OF LIFE. ROLES CHANGE AS WE GET OLDER BUT ANYONE REALLY LIVING A FULL LIFE IS CONSTANTLY FACED WITH MAKING CHOICES AMONG ROLES. NOW LET'S LOOK IN YOUR CRYSTAL BALL AND PLAY OUT A POSSIBLE SITUATION IN THE FUTURE:

Situation - You are working part time, you go to night school, you are married, and have an 11-month-old baby.

Employer - Needs you to assume more responsibilities. This means more hours but a good raise also.

Teacher - Mid-terms are coming up.

Baby - Has the 'croup' - her temperature and coughing will continue for a while.

Husband - Takes care of baby in the evening. He really wants the two of you to socialize more.

Role play for about five minutes.

Discuss the experience using the following questions for possible generalizations.

How does one role tend to win out over others when there is conflict?

How do different roles enhance each other?

"THE TYPE OF SITUATION JUST DEPICTED WHERE THE WOMAN IS IN SCHOOL WHILE HAVING FAMILY AND/OR WORK RESPONSIBILITIES HAS BECOME MORE AND MORE COMMON. IT ALLOWS SOME WOMEN TO MAKE EDUCATIONAL DECISIONS LONG AFTER THEY GRADUATE FROM HIGH SCHOOL. TODAY WE WILL EXPLORE THE DIFFERENT LEVELS OF POST-SECONDARY EDUCATION AND THE OPTIONS THEY CAN OFFER."

EDUCATIONAL LEVELS △

I. **Prescriptive Goals:**

Participants will learn the levels of education that can be attained beyond high school.

II. **Time Needed:**

30 minutes

III. **Intervention Strategy:**

○ "IN THE LAST FEW WEEKS, WE HAVE BEEN EXPLORING A NUMBER OF AREAS TOGETHER, IN PARTICULAR, YOUR INTERESTS, YOUR SATISFACTIONS, YOUR ABILITIES AND THE LIFESTYLE YOU MIGHT ENVISION FOR YOURSELF. IT IS THESE THINGS WHICH LEAD US TO MAKE DECISIONS ABOUT CAREER CHOICES. ONE STEP IN CAREER PLANNING IS TO DETERMINE YOUR EDUCATIONAL OBJECTIVES OR REQUIREMENTS, AS THE CASE MAY BE. FOR EXAMPLE, YOU MIGHT SAY: 'I KNOW I WANT TO CONTINUE MY STUDIES BUT I DON'T KNOW WHAT CAREER OR EVEN WHAT FIELD I WANT TO PURSUE' OR 'I KNOW THE CAREER OR THE FIELD I WANT TO PURSUE AND THAT WILL DETERMINE THE EDUCATION I WILL NEED.'

NEXT WEEK AT THE WORKSHOP, YOU WILL BE ABLE TO LEARN ABOUT DIFFERENT TYPES OF SCHOOLS YOU MIGHT ATTEND. TODAY, WE ARE GOING TO EXPLORE THE DIFFERENT LEVELS YOU MIGHT ACHIEVE AND THE DIFFERENT DEGREES YOU MIGHT EARN.

I WOULD LIKE TO MAKE THREE POINTS BEFORE WE START:

FIRST, SOMETHING I HAVE SAID BEFORE: EACH ONE OF YOU CAN FINANCE WHATEVER EDUCATION YOU WANT IF YOU WANT IT BADLY ENOUGH.

SECONDLY, IT MAY BE HARD TO BELIEVE BUT EVEN THOUGH YOU MAY BE TIRED OF SCHOOL RIGHT NOW, YOU MAY FEEL DIFFERENTLY WHEN YOUR CAREER GOALS BECOME CLEARER.

FINALLY, AT ALMOST ANY POINT, YOU MAY DEFER ENTRANCE INTO SCHOOL OR TAKE A LEAVE OF ABSENCE IF NECESSARY."

Discuss each of the following as you write them on newsprint:

1. Technical (Proprietary) Schools -
   - Specialized training; focused
   - Usually one to two years
   - Completion usually leads to certificate
2. Community College -
   - Both technical and liberal arts two-year programs
   - Technical programs are terminal; liberal arts programs are usually preparation for continuation in a four-year institution
   - Either completion leads to Associate of Arts or Associate of Science
3. College -
   - Can have both specialized and liberal arts four-year program
   - Does not offer graduate training
   - Completion leads to Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Business Administration
4. University -
   - Offers both undergraduate and graduate programs and degrees
   - May or may not offer professional training (e.g., MD, LLD, DDS)
   - Offers BA/BS, MA/MS, PhD

- Graduate programs can take from one year on. PhD usually requires five years beyond the BA.

Pause for questions.

"SOME STATE INSTITUTIONS HAVE A POLICY CALLED 'OPEN ENROLLMENT.' THIS MEANS THAT THEY WILL ACCEPT ANY STATE RESIDENT WHO HAS A VALID H.S. DIPLOMA. THUS, GRADES DON'T HAVE TO KEEP YOU COMPLETELY OUT OF COLLEGE ALTHOUGH THEY MAY KEEP YOU OUT OF THE COLLEGE OF YOUR CHOICE. IF YOU DO VERY WELL WHERE YOU ARE ADMITTED, YOU CAN THEN TRANSFER TO THE INSTITUTION YOU PREFER."

Pause for discussion.

"LET'S LOOK AT SOME GENERAL REQUIREMENTS. I'M USING AS AN EXAMPLE A LIBERAL ARTS COLLEGE OR UNIVERSITY WHICH USES THE SEMESTER SYSTEM. THE DISTRIBUTIONS OF REQUIREMENTS I AM GOING TO DISCUSS WILL BE FAIRLY CONSTANT NO MATTER WHICH COLLEGE OR UNIVERSITY YOU CHOOSE."

Write the following on newsprint and clarify the concepts of semester hours, major, and minor as the discussion progresses.

NEEDED TO GRADUATE: 120 HOURS OR 40 COURSES (EIGHT SEMESTERS)

NEEDED FOR A MAJOR: 30 HOURS OR 10 COURSES (25% OF THE TOTAL REQUIREMENTS)

NEEDED FOR A MINOR: 15-18 HOURS OR FIVE TO SIX COURSES (12 - 15% OF THE TOTAL REQUIREMENTS)

"WHAT IS IMPORTANT HERE IS THAT THE MAJOR IS ONLY 1/4 OF ALL THE COURSES TAKEN. THEREFORE, IT IS NOT ALL THAT IMPORTANT. MOST SCHOOLS DO NOT REQUIRE A DECLARATION OF MAJOR UNTIL THE SECOND SEMESTER OF THE SOPHOMORE YEAR AND EVEN THE BEGINNING OF THE THIRD YEAR IS NOT TOO LATE. THIS MEANS THAT THERE IS NO NEED TO HAVE A MAJOR DECIDED UPON BEFORE YOU START COLLEGE OR EVEN IN YOUR FRESHMAN YEAR. THERE ARE WAYS, IN THE MEANTIME, TO KEEP AS MANY DOORS OPEN AS POSSIBLE: THAT IS, TO BE AWARE OF WHAT THE MINIMUM REQUIREMENTS ARE LIKELY TO BE OR WHAT COURSES OR AREAS ARE GOING TO BE MOST HELPFUL FOR THE DIRECTION YOU WANT TO TAKE. A NUMBER OF SCHOOLS ARE MOVING TOWARD A CORE CURRICULUM FOR FRESHMAN AND MANY SCHOOLS DO NOT REQUIRE A MINOR. A CORE CURRICULUM IS A PRESCRIBED NUMBER OF COURSES REQUIRED OF ALL FRESHMEN."

Pause for questions.

Hand out Opening Doors

Under each heading is a list of courses that will be either required or highly recommended to pursue studies in that field.

Discuss with the group. Fill in for other areas as necessary.

ROLE-MODEL ASSIGNMENT

I. Prescriptive Goal:

Participants will gain the opportunity to meet privately with a professional woman and learn about that woman's field and career in a detailed and effective way.

II. Time Needed:

15 minutes

III. Intervention Strategy:

Each participant is to receive a slip of paper with the name of a role model, her profession, her business address and her office and home telephone numbers.

N.B.: *It is important that the role models give a telephone number where they can be reached in the evening. It is often difficult for a high school student to try to reach someone during the day.*

"THE PERSON WHOSE NAME YOU HAVE BEEN GIVEN IS EXPECTING TO HEAR FROM YOU. PLEASE CONTACT HER AS SOON AS POSSIBLE TO ARRANGE A CONVENIENT TIME AND PLACE TO MEET. TRY TO BE AS FLEXIBLE AS POSSIBLE WITH YOUR OWN SCHEDULE.

IF AFTER SEVERAL ATTEMPTS, YOU ARE UNABLE TO CONTACT HER, PLEASE LET ME KNOW RATHER THAN JUST GIVING UP AND I WILL HELP YOU TO REACH HER."

Pause for questions and discussions.

"YOUR MEETINGS WITH YOUR ROLE MODEL NEED NOT BE CONFINED TO THE LENGTH OF THIS PROGRAM. EACH WOMAN HAS BEEN ASKED TO COMMIT HERSELF TO AT LEAST ONE LONG SESSION (MOST OF A DAY)

OR TWO OR THREE SHORTER SESSIONS WITH YOU. BEYOND THAT, THE TWO OF YOU CAN ARRANGE ANYTHING WHICH IS CONVENIENT TO YOU BOTH."

Pause for questions.

LOOKING AHEAD

I. Prescriptive Goal:

Participants will receive information about the next Career Information Workshop.

II. Time Needed:

10 minutes

III. Intervention Strategy:

Hand out a flyer for Career Information Workshop II to each participant.

Answer any questions. Explain the format of this workshop.

Encourage them to attend and to bring their parents with them.

An example of such a flyer is included. It can be folded, sealed and mailed to the participants who do not attend this session.

Handouts for Session VIII

Goal Setting 405

My Many Roles 406

Opening Doors 407

Career Information Workshop II Flyer 408

PROJECT CHOICE

Goal Setting: Overcoming Obstacles

1. Write the goal.

2. Rethink the goal.
   Is the goal as stated still satisfactory to you?

3. Which goal-setting criteria (i.e., desire, realism, deadline, measure of success) were not met?

4. What environmental obstacles interfered with your success?

5. What personal factors prevented you from reaching your goal?

6. Identify and write down any sources of help that you would need to overcome personal or environmental hurdles.

PROJECT CHOICE

My Many Roles

Identify six roles you live and identify an expectation, a satisfaction and a frustration associated with each:

Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration
Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration
Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration

PROJECT CHOICE

Opening Doors

Under each career field are listed courses that will be either required or highly recommended in order to pursue that field of study.

Health Fields

- Calculus
- Chemistry
- Biochemistry
- Biology
- Psychology
- Anthropology

Law

- Philosophy (Logic)
- History/Government/Political Science
- English (Writing)
- Business
- Speech
- Psychology

Communications (T.V., Newspaper, Radio)

- English (Writing)
- Speech
- Drama
- Psychology

People (Psychology/Sociology)

- Psychology
- Sociology
- Anthropology
- Speech
- Statistics
- Foreign Language

Business

- Math
- Economics
- Accounting
- Statistics
- English (Writing)

Engineering

- Calculus
- Chemistry
- Physics
- Computer Science

Marketable subjects (These are subjects which may seem unrelated to your major field of interest but which may help you obtain a job.)

English (Writing), Accounting, Marketing, Design and Color, Speech Communications, Computer Science.

Career Information Workshop II Flyer

Come to the Second Project Choice

Answering the Questions

What kind of educational programs are available to me?

How can I finance my education?

How can I prepare for entry into different career fields?

WORKSHOP
IN
CAREERS

How to Get There
from Here

(date)
2:00-5:00

2nd floor, Student Center

Parents Invited!

Upcoming Events

Three Big Reminders:

#1 - Role-model opportunities should be followed as soon as possible.

#2 - The next session will concentrate on ways to pick a college or post-secondary training program.

#3 - Groups will resume the week of (date).

Special Group Changes for Session VIII

Defining and Valuing One's Self 411
Achieving Success 413
Asserting One's Self 415
Coping with Success 417

○ DEFINING AND VALUING ONE'S SELF (Session VIII)

Suggestions:

Goal Setting. At the conclusion of the Goal-Setting activity, the group leader can decide whether goal setting should be included as an ongoing activity to be incorporated into each of the remaining sessions of the program. Continuing the goal-setting process is recommended in that it not only increases the student's skill in using a very helpful tool but it also demonstrates to the student that she can purposefully go about changing those personal behaviors which she would like to change. Since the student has control and goal ownership of the behavior changes, the changed behavior is more likely to be accompanied by changed self-perceptions. In this way, increased self-esteem is achieved not only by supporting and reinforcing positive self-perceptions but also by providing students with a tool for changing those behaviors which are the sources of some negative self-perceptions.

Educational Levels. During the discussion of education levels, a rather difficult assessment of the participants needs to be made. The assessment consists of distinguishing those students who indicate no interest in post-secondary education because their self-perceptions are such that they feel they lack the ability to succeed in post-secondary educational programs from those students whose interests and values are such that they indicate no desire to continue their education. Given an awareness of the abilities and talents of the participants and the societal value placed on post-secondary education, it is extremely difficult to make this distinction accurately and to identify when the integrity of the student's decision should be respected.

In some instances, however, the student's self-perceptions are such that she simply cannot "see herself" as a college graduate, law school student, or skilled technician. The student may underestimate her abilities to the extent that she does not perceive herself as having sufficient ability to associate with others in higher educational levels. If the student has never considered advanced degrees or certification, additional explanation and information may be needed regarding this "new possibility" which has opened up to her. More essential, however, is the message that her abilities and talents are commensurate with the requirements of the various educational levels, perhaps higher levels than she realized.

In addition to the opportunity to meet students representing the different educational levels at the third career workshop, some examples of types of ability profiles which characterize law school students, students in school psychology programs, students in computer programming, and so forth can be provided. These profiles can be modifications of those taken from such reference sources as the Career Data Book (Flanagan et al., 1973). For example, the profile presented for clinical psychologist would provide one career-specific example of the talent and ability profile characteristic of one group of doctoral students. Given a variety of profiles, the student can do some reality testing by comparing her talents and abilities with those presented on the profiles.

Modification:

My Many Roles. Before beginning this activity, the group leader should make certain that each student has her Beliefs About Me worksheet. After the various roles have been discussed, this worksheet can be used to expand the discussion of roles and the specific beliefs about self that can or cannot find expression in each of the particular roles. This extension of the discussion should focus first on the ways in which the participant presently expresses her self-beliefs through her various activities and roles that she currently plays. From this discussion founded in the here-and-now, the discussion can be extended to include those roles which she sees herself fulfilling in the future.

☐ ACHIEVING SUCCESS (Session VIII)

Suggestion:

Since the participants in this group have already explored overcoming obstacles to goals, the time designated for this activity could be spent with the Informational Resources.

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△ ASSERTING ONE'S SELF (Session VIII)

Addition: Individual Assertive Goals (I)

I. Prescriptive Goals:

A. Participants will assess their ability to use assertiveness skills in different kinds of situations.

B. Participants will set personal goals of assertive behavior for the coming week.

II. Time Needed:

25 minutes. This exercise should be inserted after My Many Roles and before Educational Levels in Session VIII.

III. Intervention Strategy:

Ask participants to list on a piece of paper the different situations they meet in their lives, where they have an opportunity to be assertive, such as with friends of their own sex, friends of the opposite sex, teachers, mother, father, in class, at parties, and in various extracurricular activities. The roles they have just listed for the previous exercise will help to start them off.

After they have listed up to ten situations, ask participants to rank them from the most to the least difficult situations in their attempts to be appropriately assertive. Participants can then share these hierarchies in groups of three.

Remind participants to keep in mind what they have learned about goal setting, such as stating the goal clearly, selecting a moderate but achievable challenge, and being realistic about how long it will take to accomplish it. Ask participants to think of an assertive goal for the next week which pertains to a situation of moderate difficulty in assertiveness. It must be a clearly stated behavioral goal, something which they sincerely believe will improve their life, and which is realistic in terms of their capabilities.

Students remain in their groups of three and can share the goals they have set. Then all participants join together in a circle and each states her goal to the entire group. These are to be reported on and discussed the following week just as the goals from the previous session have been discussed earlier in this session.

⬡ COPING WITH SUCCESS (Session VIII)

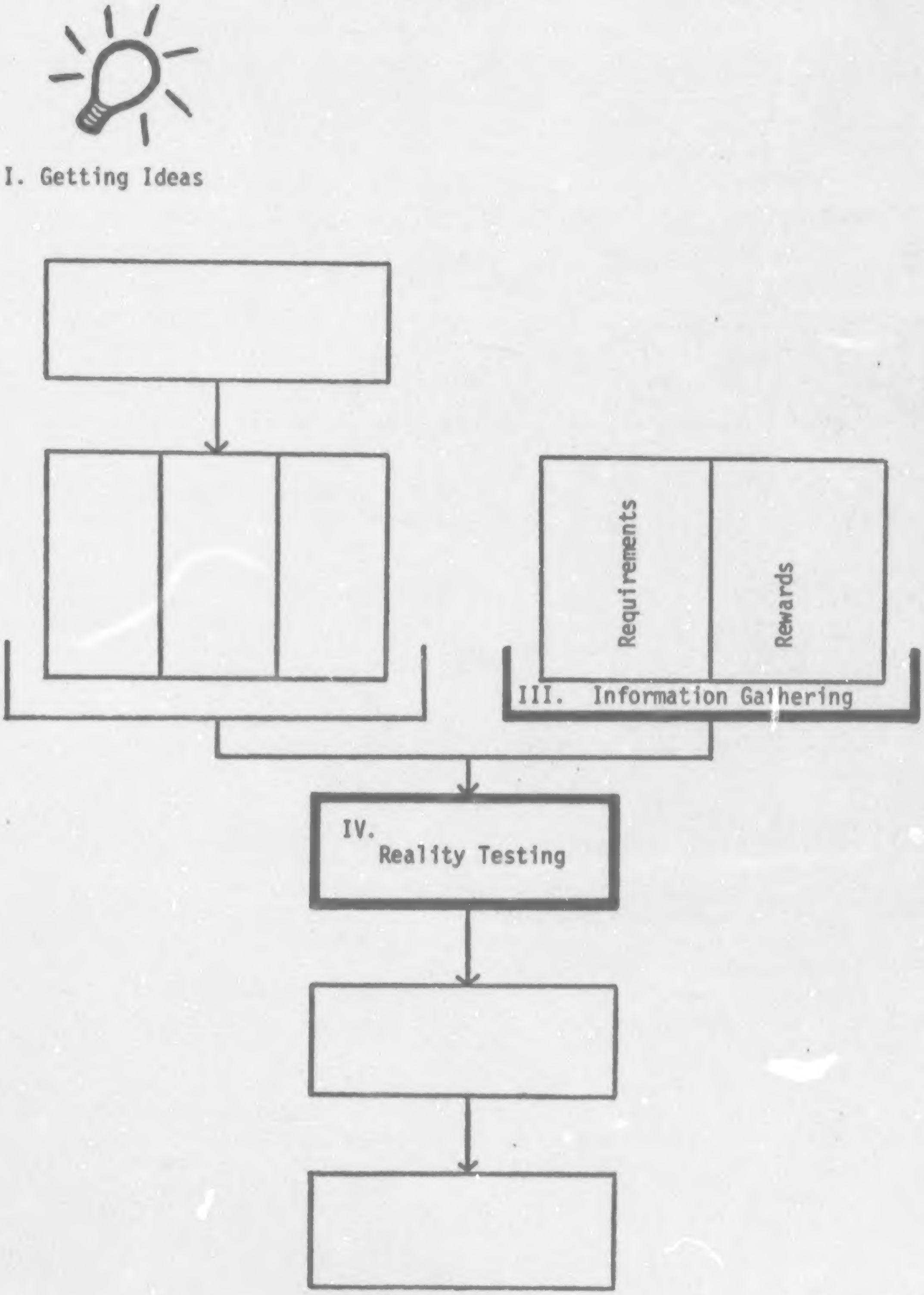
Suggestion:

My Many Roles. This exercise relates to the prescriptive goal of developing strategies for dealing with role strain. It can also serve a useful purpose for participants who question the meaning of success because of their reaction to parental pressure. This exercise may provide an opportunity to discuss such conflicts, and the pressures they feel. Another relevant topic which might be brought up is feelings about siblings and how these might affect their confidence in their own abilities.

SESSION IX--

CAREER INFORMATION WORKSHOP II

PROJECT CHOICE


I. Getting Ideas
Requirements
Rewards
III. Information Gathering
IV. Reality Testing

SESSION IX

I. Prescriptive Goals:

A. Participants will gain information regarding different types of post-secondary institutions and understand the differences between them.

B. Participants will be able to identify high school courses that are prerequisites for admission into different post-secondary curricula.

C. Participants will learn of different types of support systems offered by the institutions such as financial aid, counseling, etc.

D. Participants will gain awareness of the different types and sources of financial aid and the procedures to be followed in applying for such aid.

E. Participants will become acquainted with the concept of graduate education, what it is, and what career opportunities it can open.

F. Participants will realize the need for planfulness in terms of their future career choice while realizing the necessity for keeping their options open for further exploration.

G. Participants will continue to explore options available in various career clusters (as in Career Information Workshop I, Session V).

II. Introduction:

"How to Get There from Here," the second Career Information Workshop, focuses on helping participants to bridge the gap between high school and post-secondary education or the world of work. Four panels are presented consecutively over a three-hour period. Participants are encouraged to attend each presentation.

Panel I:

Guest speakers from a variety of post-secondary educational institutions discuss the uniqueness of their particular type of institution such as a liberal arts college, a community college, or a proprietary institution in preparing students for various career options. The speakers stress the necessity for having several options and avoiding premature educational and career closure.

Panel II:

Because financing post-secondary education is a serious concern for many participants, two financial aid officers explore with the participants and their parents the process of applying for financial aid and sources of available funds: state, federal, local, public and private, grant, scholarship and work study.

Panel III:

Career options that have not been covered at the previous workshop can be explored now. The specific career clusters presented should reflect the interests of a number of your participants.

Panel IV:

Information is presented to introduce participants to the concept of graduate education as it applies to different career options. The need for planfulness is stressed.

The four panel discussions are scheduled for periods of thirty minutes to forty-five minutes. Each panelist discusses his/her program, post-secondary educational institution, or career for from five to six minutes. This should be followed by a question and answer period.

A schedule of the program is issued at the registration area to each participant, identifying the four panels, the speakers, their institutional affiliation, and the time and location of the presentation. After registration, each speaker meets briefly with her/his panel moderator and fellow panelists. One panel is scheduled in each of the time periods. In this way participants obtain maximum exposure to the information that is being provided by the speakers. Although the atmosphere of this workshop is more formal than the first, participants and speakers are encouraged to interact on a one-to-one basis after each of the panel presentations. Panelists may provide pamphlets, brochures, college catalogues, and financial aid forms for parents and participants.

III. Materials:

In addition to the same materials as those listed in Career Information Workshop I, Session V, please include the following:

a. Schedule of panels listing the topics and respective panelists in each.

b. Reception area for speakers and moderator to meet before their presentation.

IV. Intervention Strategy:

A. Two months ahead:

1. Determine the participants' need for additional career information from group discussion, individual requests, and reports of Role-Model arrangements.
2. Develop themes for workshop, continue to provide information on additional career clusters that were not presented at previous workshops.
3. Make reservations for physical facilities, also include audiovisual equipment, snacks, and parking, if necessary.

B. 4-6 weeks ahead:

(See Workshop I)

Additional Notes:

a. Role-model requests (if more are needed).

b. Speaker's bureau of local colleges, universities, and technical schools.

C. 3-4 weeks ahead:

(See Workshop I and Exhibits M & N)

D. 2-3 weeks ahead:

(See Workshop I)

E. 1-2 weeks ahead:

(See Workshop I)

Additional Note:

Have facilitators discuss the workshop, its purposes, its participants, the career areas that will be represented, and the new format using panels rather than circles. Hand out tentative schedule of speakers and Career Exploration Guide.

F. Final week:

(See Workshop I)

Additional tips:

(See Workshop I and Exhibits O & P)
If possible provide a moderator who is knowledgeable in the area that the panel will be discussing. The moderator should also keep panelists aware of time.

Handouts for Session IX

Exhibit K 427
Exhibit L 428
Exhibit M 429
Exhibit N 430

PROJECT CHOICE

Exhibit K

Sample Letter to Career Information Workshop Participants

Dear

We are so pleased that you are planning to participate in our (date), Career Information Workshop. The workshop is part of Project Choice, a career development program for (class) high school girls who have demonstrated talent in any one of a number of areas, e.g., leadership, athletics, academics, performing arts. I have enclosed a short description of Project Choice so that you will understand more about the nature of the endeavor.

The Workshop on (date) has been designed to help the girls develop strategies for achieving their career objectives. We will be presenting a four-part program on that date. The first segment will be a panel discussion of the variety of post-secondary education programs that are available to the girls. The second will be a presentation on ways in which a student could finance her education. The third will be two panel discussions, scheduled simultaneously. The participants will discuss how to prepare for and enter into the fields of medicine, nutrition, social science, and law on the one hand, and the fields of communications, commerce, and business management and administration on the other.

We are excited that you have consented to speak to our group. We have scheduled you to participate in the fourth segment of the program. Please prepare a short, five to six-minute talk for presentation to the students on the academic courses, summer experiences or part-time jobs that might be helpful in preparing for law school. Also include the different areas of law that are addressed in law school and how these interface with career opportunities upon graduation. A brief question and answer period will follow the panel's presentation.

The Workshop will be held in (building), from (time). You should plan to arrive by (time), but please feel free to come and stay for the entire time.

In order that we may furnish the girls with accurate information regarding the workshop speakers and their presentations, we are asking you to complete the enclosed questionnaire and return it as soon as possible. If you have any questions, please do not hesitate to call me or Ms.____________________ at (Telephone Number).

Thank you for your willingness to participate.

Sincerely,

PROJECT CHOICE

Exhibit L

Sample Letter to College Admissions Office

Dear

We are so pleased that one of your people is planning to participate in our (date), Career Information Workshop. As may have been explained to you, the workshop is part of Project Choice, a career development program for (class) high school girls who have demonstrated talent in any one of a number of areas, e.g., leadership, athletics, academics, performing arts, etc. I have enclosed a short description of Project Choice so that you will understand more about the nature of the endeavor.

The Workshop on (date) has been designed to help the girls develop strategies for achieving their career objectives. We will be presenting a four-part program on that date. The first segment will be a panel discussion of the variety of post-secondary education programs that are available to the girls. The second will be a presentation on ways in which a student could finance her education. The third will be two panel discussions, scheduled simultaneously. The participants will discuss how to prepare for and enter into the fields of medicine, nutrition, social science, and law on the one hand, and the fields of communications, commerce, and business management and administration on the other.

We are excited that someone from (speaker's institution) has consented to speak to our group. We have scheduled them to participate in the first segment of the program. Please have your panelist prepare a short five-minute talk regarding the options and unique advantages available to students at a small, private, liberal arts college as differentiated from other forms of post-secondary education. Please share your views on how a student might best prepare herself for entry into such a college and what she might expect to gain from it. A brief question and answer period will follow.

The Workshop will be held in (building), from (time). Guests should plan to arrive by (time), but please feel free to come and stay for the entire time.

Thank you for your help in this endeavor.

Sincerely,

Project Director

PROJECT CHOICE

Exhibit M

Sample Letter of Greeting for Participants

To Our Panelists,

We are very pleased that you have joined us today! This packet has been prepared to assist you in following the format for today's workshop, "How Can I Get There From Here?" Enclosed is a schedule of the panel presentations and a workshop evaluation form. Please fill out the evaluation form and deposit it at the registration desk before you leave today.

Please meet in Room ___ ten minutes before your panel is scheduled to begin so that you may get acquainted with the moderator and other members of your panel. The moderator will give you further instructions.

If you have any questions, please ask a Project Choice staff member, any one of whom will be happy to help you. Please help yourself to refreshments and feel free to stay for any of the other presentations. Again, thank you so much for coming!

Sincerely,

Project Director

PROJECT CHOICE

Exhibit N

"How Can I Get There from Here?"

Panel I: Post-Secondary Education 2:00-2:45
Ballroom

Moderator:

Panelist

Assistant to V.P. Academic Affairs
State University

Director of Admissions and Records
Community College

Director of Recruitment and Placement
School of Art

Director
State Paralegal Institute

Representative from
Small private college

Panel II: Financing Post-Secondary Education 3:00-3:40
Lounge

Moderator:

Panelist

Student Employment Coordinator
Financial Aid

City Scholarship Programs Inc.

Panel III: Career Options in Business and Communications 3:50-4:20
Ballroom

Moderator:

Panelist

Newscaster

Graduate Student, MBA Program

Representative, Professional Development Operations

Banking representative

Panel IV: Career Options through Post-Graduate Education 4:30-5:00
Lounge

Moderator:

Panelist

Director, Recruitment and Student Finances
School of Social Work
University

Assistant Dean, Student Affairs
School of Medicine

Assistant Professor
English Department
University

Attorney

Instructor
Department of Nutrition
University

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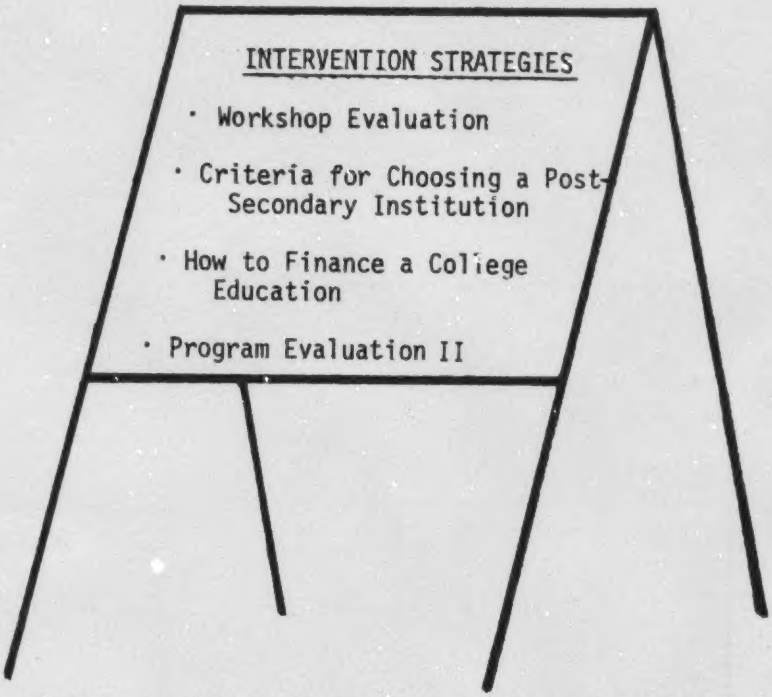
SESSION X--

SELECTING A SCHOOL AND PAYING FOR IT

SESSION X--SELECTING A SCHOOL AND PAYING FOR IT



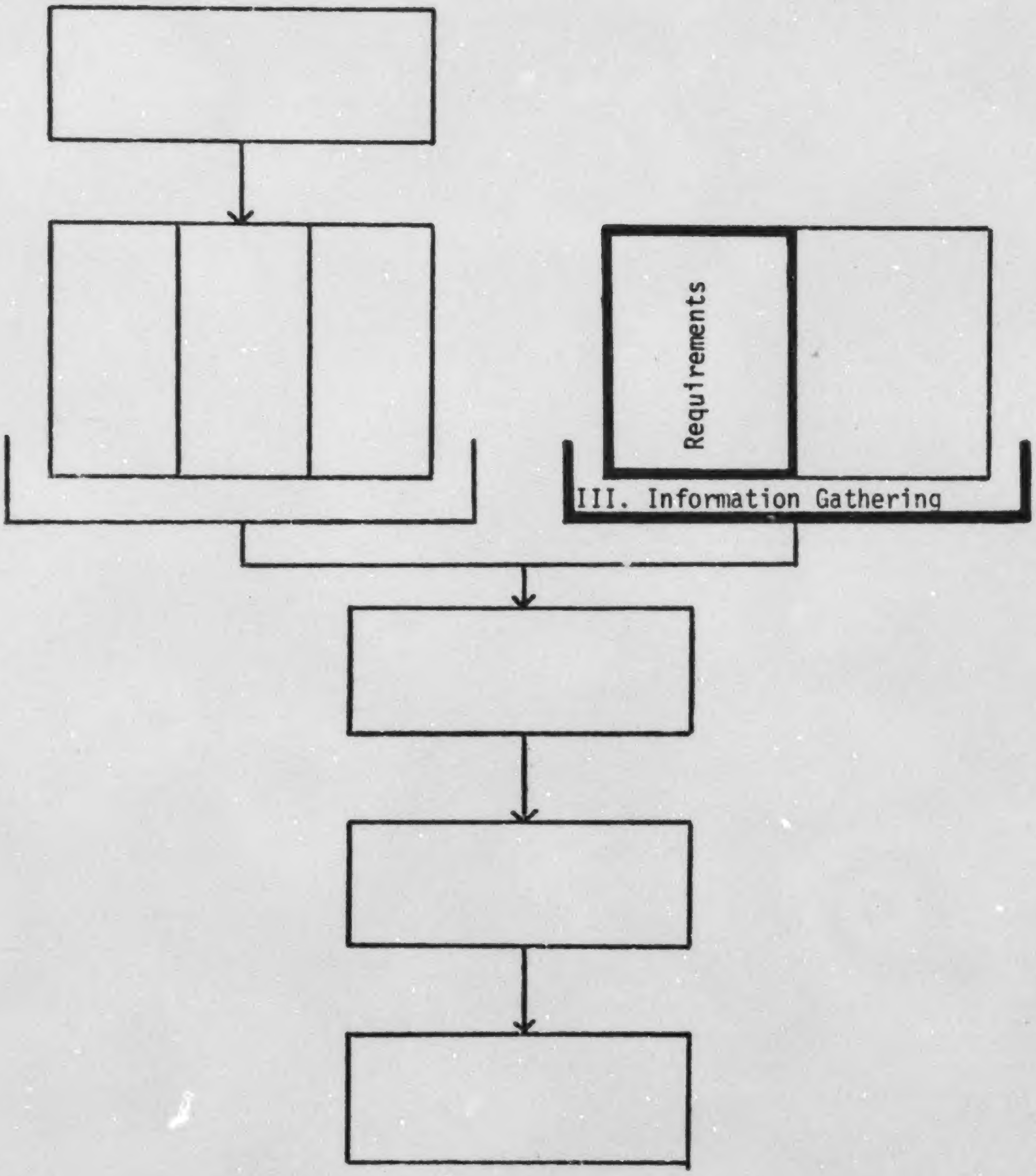
INTERVENTION STRATEGIES

- Workshop Evaluation
- Criteria for Choosing a Post-Secondary Institution
- How to Finance a College Education
- Program Evaluation II

- Workshop Evaluation helps participants analyze and generalize from the workshop they attended the previous week.
- Criteria for Choosing a Post-Secondary Institution follows closely the presentations on various institutions at the workshop. This activity gives the participants guidelines for choosing one particular school over another and thus gives them a way to begin the college selection process.
- How to Finance a College Education identifies the many sources of financial aid and reinforces the belief that finances need not be a barrier to post-secondary education. This activity also includes examples of how typical financial aid packages might be designed.
- Program Evaluation II asks participants to give feedback on specific program components.

Handouts:	Materials:
Criteria for Choosing a Post-Secondary Educational Institution Financial Aid Sources Program Evaluation II	Newsprint, masking tape, watch

PROJECT CHOICE


Requirements
III. Information Gathering

SESSION X

General Goals:

1. Participants will learn the criteria to be considered for making appropriate post-secondary educational choices.
2. Participants will become familiar with various sources of financial aid.
3. Participants will understand how funds are tapped to provide adequate financial support for post-secondary education.

Introduction:

Which college or other post-secondary educational institution to attend is one of the major decisions a high school student wishing to pursue her education has to make. Too often the decision is based on minimal or erroneous information and thus is not appropriate for the student or because of financial constraints the decision is made not to attend a school at all.

Session X is designed to help the participants take full advantage of the second workshop by expanding on two of its major features. The Criteria for College Choice guides the participants through the many facets to be explored before an appropriate choice of a post-secondary institution can be made. The financial aid activity centers around one specific example and makes the information about financial resources more meaningful and understandable.

WORKSHOP EVALUATION △

I. Prescriptive Goal:

Participants will identify and share what they gained at the career information workshop.

II. Time Needed:

20 minutes

III. Intervention Strategy:

As in the evaluation following the first workshop, the focus here is on the learning that took place, not the strengths or weaknesses of the workshop. These can be postponed until the end of the discussion.

The following questions can be used for discussion. Encourage as many participants as possible to express themselves.

"1. WHAT SPECIFIC LEARNING OCCURRED FOR YOU FROM THE PRESENTATION ON DIFFERENT TYPES OF COLLEGES?

2. WHAT SPECIFIC LEARNING OCCURRED FOR YOU FROM THE PRESENTATION ON FINANCIAL AID?

3. WHAT SPECIFIC LEARNING OCCURRED FOR YOU FROM THE PRESENTATIONS ON CAREER CLUSTERS?

4. WHAT SPECIFIC LEARNING OCCURRED FOR YOU FROM THE PRESENTATIONS ON GRADUATE EDUCATION?

5. IN WHAT WAYS DOES ANY NEW LEARNING FROM THIS WORKSHOP AFFECT YOUR IDEAS ABOUT THE CAREER OPTIONS YOU HAVE BEEN CONSIDERING?"

Use newsprint to collect answers to question #6.

"6. WHAT OTHER CAREER OR EDUCATIONAL
INFORMATION WOULD YOU LIKE TO SEE
PRESENTED AT THE THIRD WORKSHOP?"

CRITERIA FOR CHOOSING A POST-SECONDARY INSTITUTION

I. Prescriptive Goal:

Participants will learn the many aspects of post-secondary institutions to be considered before making a decision.

II. Time Needed:

45 minutes

III. Intervention Strategy:

○ ⬡ "NOW THAT YOU HAVE HAD AN OPPORTUNITY TO LEARN ABOUT THE DIFFERENT TYPES OF POST-SECONDARY INSTITUTIONS AVAILABLE, THE BIG ISSUE IS HOW TO DECIDE WHICH ONE TO ATTEND. LET'S LOOK AT THAT PROBLEM TODAY.

Hand out Criteria for Choosing a Post-Secondary Institution

Discuss each item in turn.

N.B.: *It is useful to have handy examples of two or three basic choices, i.e., the local community college, a state university and one other popular school, to cite as you are working through the exercise. Also, an up-to-date college catalogue will show the participants where to locate some of the information for themselves. It will be necessary to point out the different sources for obtaining information, e.g., alumni, present students, the Admission office, the catalogue.*

N.B.: *It is also important for you to have considered beforehand the relevance of the items included so that each can be given appropriate weight. For example, "proximity to home" has a direct bearing on costs of transportation, personal feelings such as homesickness and the ability to visit home, telephone bills, the opportunity to hunt for Christmas and summer jobs from far away, etc.*

HOW TO FINANCE A COLLEGE EDUCATION

I. Prescriptive Goals:

A. Participants will learn of most sources of financial aid available.

B. Participants will understand how a financial aid "package" is designed.

II. Time Needed:

45 minutes

III. Intervention Strategy:

> "AT THE WORKSHOP YOU HAD AN OPPORTUNITY TO HEAR INDIVIDUALS DISCUSS FINANCIAL AID. SINCE THIS IS SUCH A VITAL PART OF YOUR DECISION TO PURSUE YOUR EDUCATION, LET'S SPEND SOME TIME TODAY GOING OVER THOSE SOURCES AND THEN LOOKING AT AN EXAMPLE OF HOW ONE STUDENT'S AID IS APPROPRIATED."

Hand out Financial Aid Sources. (All Financial Aid materials must be updated if necessary.)

N.B.: *Here are some items to stress as you go over each one:*

1. *Need is determined not just from the parents' income. Other factors are taken into consideration: number of children being supported by the parents as well as any other people in the household (grandparents, or other relatives); unusual debts, special medical expenses, etc. Therefore, a student must never assume she is ineligible for financial aid.*
2. *Only the National Direct Student Loan must be repaid. All other grants are "gifts."*
3. *All college students can make time for work-study, which usually only requires four to ten hours per week.*
4. *Students should be encouraged to explore all possible sources of aid that might be available through their mothers' or fathers' companies, churches and synagogues, clubs, Girl Scouts, and other organizations*

Use newsprint or the board to illustrate the following:

"LET'S LOOK AT AN EXAMPLE OF HOW THESE DIFFERENT SOURCES ARE TAPPED. LET US ASSUME THAT THE COLLEGE YOU WANT TO ATTEND WILL COST $2,000 FOR TUITION, FEES, AND BOOKS, AND $1,000 FOR ROOM AND BOARD. YOUR FAMILY COMPLETED THE PARENTS' CONFIDENTIAL STATEMENT (WHICH, BY THE WAY, REALLY IS CONFIDENTIAL). FROM THIS IT WAS DETERMINED THAT THEY CAN AFFORD TO CONTRIBUTE $500 PER YEAR TOWARD YOUR COLLEGE EXPENSES. YOU ALSO HAVE $400 IN YOUR SAVINGS ACCOUNT. THE FIRST THING TO REMEMBER IS THAT FINANCIAL AID AWARDS ARE BASED ON THE BELIEF THAT COLLEGE EXPENSE IS THE RESPONSIBILITY OF THE STUDENT AND HER FAMILY. ALL THESE SOURCES WILL HELP YOU BUT IT IS PRIMARILY YOUR RESPONSIBILITY."

If you live in the dorm		If you live at home
$1750	Tuition[1]	$1750.
50.	Fees	50.
100.	Books	100.
300.	Personal expenses	300.
1000.	Room & board	
200.	Two round trips home	
	Daily transportation to school	100.
$3400.	Total expenses	$2300.

---

[1] This is basically how the Financial Aid Office would determine expenses.

Financial Aid Package[1]

$500.	Parents	$500.
100.	Student savings	100.
700.	BEOG	500.
300.	SEOG	300.
400.	State Grant	300.
400.	GRANT-IN-AID	100.
500.	Loan	400.
500.	Work-Study	100.
$3400.		$2300.

"NOTE THAT THE FAMILY CONTRIBUTION REMAINS THE SAME. THAT IS BECAUSE IT HAS BEEN DETERMINED THAT THIS IS THE MAXIMUM THE FAMILY CAN AFFORD. WHAT DOES CHANGE IS THE AMOUNT OF HELP YOU WILL RECEIVE.

OF COURSE THIS IS ONLY AN EXAMPLE. ONLY A FINANCIAL AID OFFICER CAN TELL YOU EXACTLY WHAT YOU WOULD BE ELIGIBLE FOR.

ARE THERE ANY QUESTIONS?"

Pause for questions.

"IT IS REALLY IMPORTANT TO REMIND YOUR PARENTS THAT ALMOST ALL OF YOUR AID WILL BE AWARDED ON THE BASIS OF THEIR FINANCIAL STATEMENT. IT IS VITAL THAT THE REQUIRED FORM BE COMPLETED AS SOON AS POSSIBLE. ALSO, THE FORMS WE HAVE JUST

---

[1] This is how a Financial Aid Office might design a Financial Aid package.

DISCUSSED MUST BE SUBMITTED EARLY (FALL OF SENIOR YEAR) BECAUSE MANY OF THESE FUNDS ARE ALLOCATED ON A FIRST-COME-FIRST-SERVED BASIS."

PROGRAM EVALUATION II ☐

I. Prescriptive Goal:

Participants will evaluate specific segments of the program.

II. Time Needed:

10 minutes.

III. Intervention Strategy:

"BEFORE WE LEAVE TODAY, I WOULD LIKE YOU TO COMPLETE THIS EVALUATION OF THE PROGRAM. YOUR ANSWERS DO NOT NEED TO BE LONG, BUT IT WILL BE USEFUL TO ME IF YOU CAN BE AS SPECIFIC AS POSSIBLE."

Handouts for Session X

Criteria for Choosing a Post-Secondary Educational Institution . . . 449

Financial Aid Sources 452

Program Evaluation II 454

PROJECT CHOICE

Criteria for Choosing a Post-Secondary Educational Institution

I. Academic criteria

A. What is the required High School Grade Point Average?
What are the minimum S.A.T. scores required?
Are there other requirements?
Does the institution give A.P. credit?

B. Does the institution have the specific program you want to study (e.g., medical technician, pre-med, ecology, American studies, strong general liberal arts)?

Yes_____ No_____

If yes, what are its requirements?

How many faculty members does the department have?
Do graduate assistants or professors teach the freshman courses?
Is this an established program?

If no, what program or department comes closest?

C. What are the graduation requirements?

Core curriculum? yes_____ no_____ How long?_____

Major? yes_____ no_____ How many credits?_____

Minor? yes_____ no_____ How many credits?_____

Other requirements (e.g., English, physical education)?

D. What is the overall reputation of the school?

Is it especially well known for a particular department or program?

E. What is the student/faculty ratio at freshman level?

At senior level?

In the program in which you want to study?

F. What are the library and computer facilities?

Is there a large public library nearby?
Library hours? Number of volumes?
Are computer facilities available to students?

II. Personal Criteria

A. Proximity to home _________ miles

Type of transportation available?

B. Location

Size of town?

Proximity to large town or city?

In-state or out-of-state?

If out of state, what of need for state funds?

Are there any unique admission criteria?

C. Size of undergraduate student body?

Size of graduate student body (for universities only)?

D. Housing

Proportion of residential and commuter students?

Availability of on-campus housing? Off-campus housing?

Type of on-campus housing?

Regulations for dormitory students?

E. Type of students who attend

Academic

Non-conformist

Collegiate

Vocational

F. Personal characteristics of student body

What is the role of fraternities and sororities?
Ratio of men and women?
Percentage of student of your religious affiliation, ethnic background, and race?

G. Other relevant information

Are the following services available?

Counseling services
Tutoring services
Other supportive services
Financial aid

Costs

I. Tuition and Fees $____________________

II. Room and Board ____________________

III. Other expenses ____________________

IV. Transportation to and from school (3-4 trips per year) ____________________

Total: $____________________

PROJECT CHOICE

Financial Aid Sources

1. Basic Education Opportunity Grant (BEOG)

   Federally funded; up to $1400 per undergraduate year; awarded on basis of need.

2. Supplemental Educational Opportunity Grant (SEOG)

   Federally funded; from $200 to $1500 per undergraduate year and cannot exceed $4,000 for 4 years; grant cannot exceed 50% of student's need.

3. State Instructional Grant

   State funded; awarded on the basis of need to state residents usually for in-state institutions only.

4. National Direct Student Loan Program (NDSL)

   Must be repaid; federally funded; provides loans up to $2,500 for first two years and $5,000 for total undergraduate program; low interest rates and long repayment schedules.

5. College Work-Study Program (CWSP)

   Federally funded; average earnings approximately $600 per year; colleges, public, and private non-profit institutions can employ students.

6. Cooperative Education

   One semester in school and one semester on the job at prevailing wage; usually year around; five years to complete degree; special focus on business and industry employment.

7. Institutional Grant-in-Aid

   Grants awarded by the specific institution on the basis of need.

8. College Scholarships

   Awarded by the specific institution usually on the basis of ability.

9. Other Scholarships

   Awarded by a variety of sources, e.g., churches, industry, fraternal lodges, national organizations; can be based on either ability or need; sometimes one-year gift, sometimes renewable.

Note:

The College Scholarship Service (CSS) is a national need analysis service of the College Board; most cities have a central office to help students prepare applications and identify sources of aid available to them.

PROJECT CHOICE

Program Evaluation II

Please evaluate Sessions V through X only.

1. Specific exercises I found most interesting for getting to know myself better

   ____

   ____

2. Exercises which were useful for assessing my career interests

   ____

3. Exercises I found less useful

   ____

   Why?____

4. Discussions which were of interest

   ____

   ____

5. Discussions which were not of interest to me

   ____

   Why?____

6. I have been disappointed that

   ____

   ____

7. I have been pleased about

   ____

   ____

8. In future sessions, I hope to_______________________________

   ____

Special Group Changes for Session X

Defining and Valuing One's Self 457

Achieving Success 459

Asserting One's Self 461

Coping with Success 463

○ DEFINING AND VALUING ONE'S SELF (Session X)

Suggestion:

Criteria for Choosing a Post-Secondary Institution. During the discussion of post-secondary education, the group facilitator should attempt to assess what types and, if possible, what specific institutions each student is considering. Given the depressed self-estimates observed during the self-assessment experience and the low self-esteem characterizing the special group participants, the facilitator should be sensitive to the possibility that some students, despite extremely high ability, may perceive themselves as not being able to meet the entrance requirements of many post-secondary institutions. Therefore, specific entrance requirements for a variety of institutions should be obtained so that the student can do some reality testing by comparing her records with various sets of entrance requirements. However, students should also be informed that most criteria are flexible and subject to change. Such reality testing is preferred to simply telling the student that she has the ability and the academic record to gain acceptance to almost any institution of her choice.

☐ ACHIEVING SUCCESS (Session X)

Addition: Goal Planning

I. Prescriptive Goal:

Participants will continue to develop goal-setting skills.

II. Time Needed:

15 minutes

III. Intervention Strategy:

(see Session III)

Handouts:

Rating My Goal Success (see Session III)

Goal Planning (see Session III)

△ ASSERTING ONE'S SELF (Session X)

Addition: Individual Assertive Goals (II)

I. Prescriptive Goals:

A. Participants will receive positive feedback for the attainment of assertive goals they set the previous week.

B. Participants will identify obstacles to the attainment of their goals.

C. Participants will engage in behavior rehearsal of assertiveness in selected situations.

II. Time Needed:

30 minutes. This exercise should precede the other exercises for Session X. The Criteria for Choosing a Post-Secondary Institution and How to Finance a College Education can be covered in a slightly abbreviated form.

III. Intervention Strategy:

Participants will report back to the group about the accomplishment of the assertive goal they set last week. If they had difficulty accomplishing their goal, principles of goal blocking from Session VIII can be utilized in the discussion.

Goals that were hard to accomplish can be role played with the group leader and other participants offering alternative behaviors. Goals that were accomplished may also be role played for purposes of giving positive feedback and providing suggestions for others.

It is useful to prepare for leading role plays by reading Lange and Jacobowski's (1976) Chapters 5, 6, and 7 which deal with cognitive restructuring and behavior rehearsal techniques.

Butler's (1976) Chapter 4, "What are you telling yourself," is a good description of what goes on inside a person who is blocking herself from accomplishing an assertive goal. It is also suitable for participants to read.

Participants now select their next assertiveness goal. If they had difficulty accomplishing their previous goal, they can be advised to consult their list of situations and select their next goal from an area in which assertiveness is easier for them. These goals are then acted out in behavior rehearsal. Continue this process in succeeding sessions.

⬡ COPING WITH SUCCESS (Session X)

Suggestion:

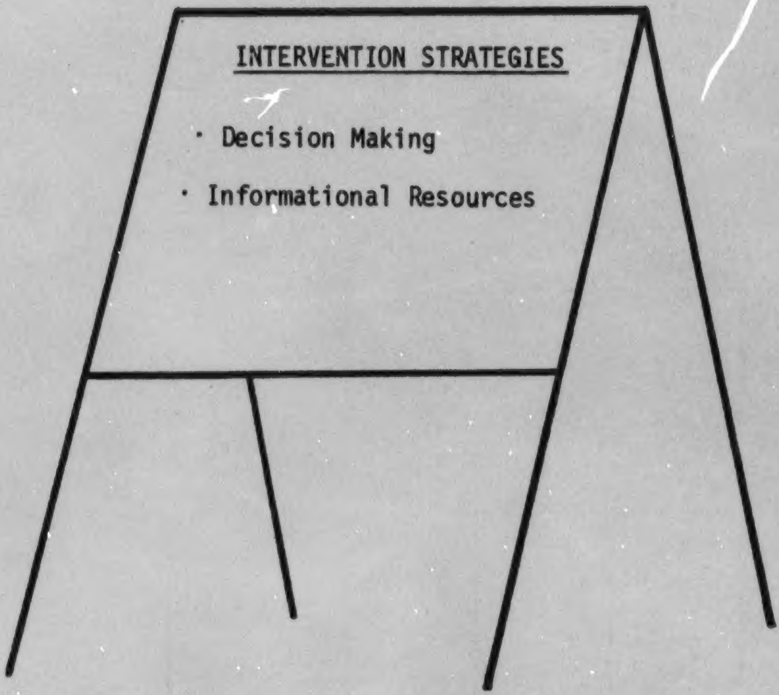
Criteria for Choosing a Post-Secondary Institution. Participants who are fearful about their ability to make a good decision about college may find this part of the session anxiety arousing. It may be hard for these participants to focus on features of colleges if they are in confusion about their basic goals and purposes in pursuing higher education.

Therefore it is helpful for those who are anxious to first take some time to clarify their main purposes and needs. A good strategy involves helping them to select their two major purposes in college selection, and then demonstrating to them how they might select a college which could allow them to fulfill both of these purposes simultaneously. This strategy for dealing with fears about making a good decision allows a final decision to be postponed. Some participants are fearful that they will abandon an alternative and regret it later. This strategy demonstrates that they can keep several options open in their college program while preparing for a final decision at a later date.

Refer to Educational Levels to remind them of the many particular fields in which a career commitment is made between college and graduate school. Individualize examples so as to reassure them that the decision about college selection is by no means the last opportunity to select an occupation.

SESSION XI --
MAKING DECISIONS

SESSION XI--MAKING DECISIONS

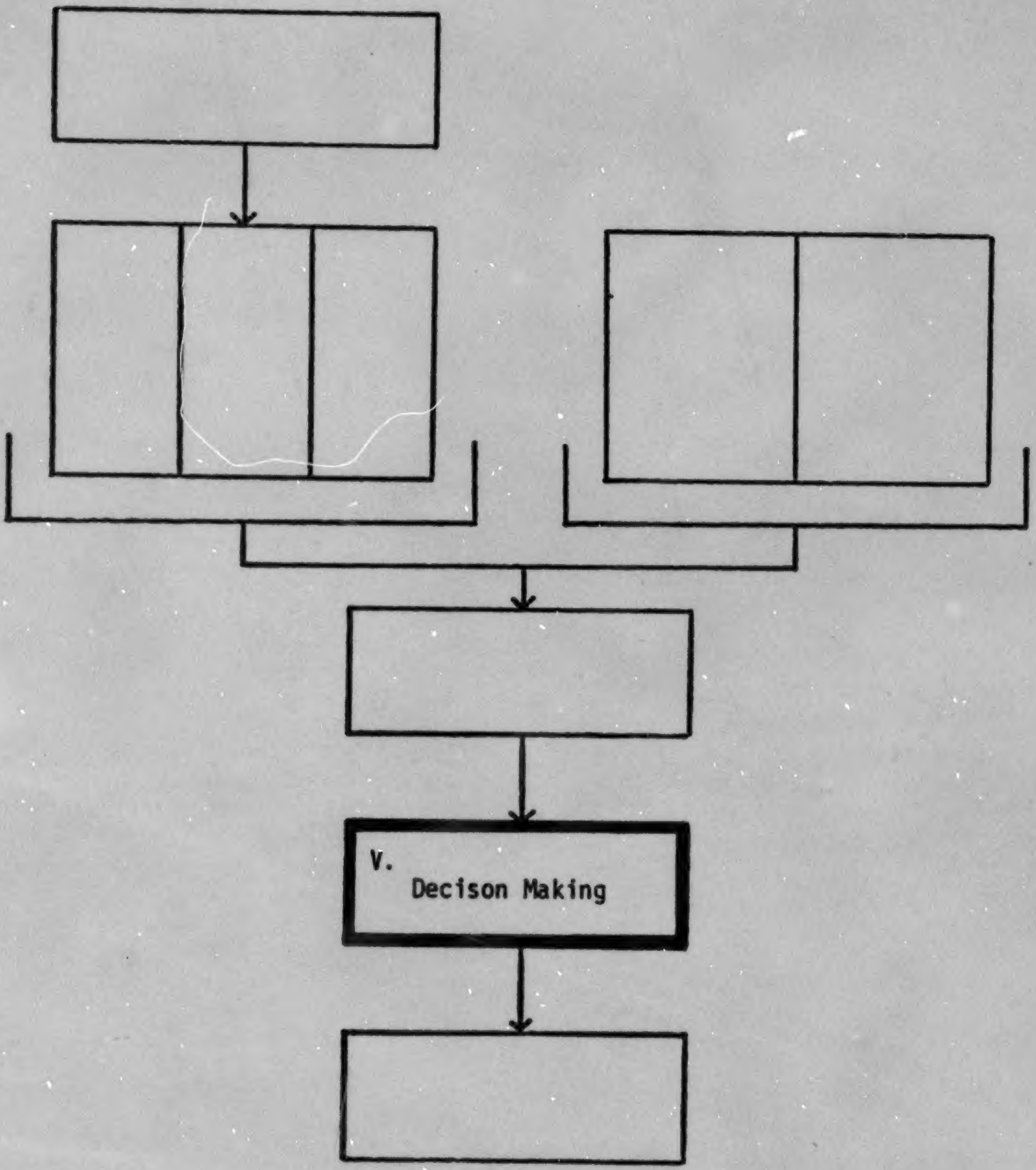

INTERVENTION STRATEGIES
· Decision Making
· Informational Resources

- Decision Making teaches the participants the skills necessary for appropriate decision making.

- Informational Resources continues to provide an opportunity to explore the many media resources for career exploration.

Handouts:	Materials:
Decision Styles Essentials of Good Decision Making Decision-Making Forms	Career Development Model enlarged on newsprint Newsprint, magic markers, watch

PROJECT CHOICE


V.
Decison Making

SESSION XI

General Goals:

1. Participants will learn decision-making skills.
2. Participants will continue to investigate media resources for career exploration.

Introduction:

Decision-making skills are ones which affect all areas of an individual's life. Yet making a decision about a career or vocation often seems especially awesome since it can have such long-term ramifications. As has been exemplified, decision making is basic to the career development process.

During the first part of this session, participants analyze their decision-making styles and learn the skills necessary for good decision making. They then practice this learning on a decision they, in fact, have to make.

Before the beginning of this session, it is useful to think of examples for each of the decision-making styles. Familiarity with certain resources may be especially valuable, e.g., Scholz, Prince, and Miller (1975) and Gelatt et al. (1973).

During the second part, the participants return to the career information resources to continue their exploration of specific information on individual fields or careers.

DECISION MAKING

I. Prescriptive Goals:

A. Participants will learn the skills necessary for decision making.

B. Participants will assess the effectiveness of their current pattern of decision making.

II. Time Needed:

90 minutes

III. Intervention Strategy:

△ ○ "ON THE CAREER DEVELOPMENT MODEL WE HAVE USED AS THE BASIS FOR OUR WORK, WE SEE THAT DECISION MAKING IS ONE OF THE LAST STEPS TO REACHING A CAREER GOAL. DECIDING ON A SPECIFIC CAREER OR FIELD IS OFTEN A MAJOR MILESTONE IN THE LIFE OF AN INDIVIDUAL. HOWEVER, THE ABILITY TO MAKE AN APPROPRIATE DECISION IS A SKILL THAT AFFECTS ALL ASPECTS OF OUR LIVES. TODAY WE ARE GOING TO LEARN ABOUT DECISION MAKING, WHAT IT IS, AND HOW TO DO IT BETTER."

Hand out Decision Styles forms.

"PLEASE TAKE THE NEXT FEW MINUTES TO THINK ABOUT SOME DECISIONS YOU HAVE MADE IN THE LAST FEW WEEKS. WRITE THEM ON THE LEFT-HAND SIDE OF THE PAGE; LEAVE THE RIGHT-HAND COLUMNS BLANK FOR NOW."

Pause five to seven minutes.

"WE GENERALLY USE THE WORD DECISION AS IF WE ALL KNOW WHAT IT MEANS. WE THINK WE KNOW BUT SUPPOSE I ASK YOU TO DEFINE THE WORD 'DECISION.' WHAT ARE SOME CHARACTERISTICS OF A DECISION?"

Pause for discussion.

List characteristics on newsprint.

"IT'S REALLY HARDER THAN IT SEEMS, ISN'T IT? LET'S PULL TOGETHER SOME OF THE THINGS YOU HAVE SAID TO COME UP WITH A COMPLETE SET OF CRITERIA:

1) A DECISION GENERALLY INVOLVES YOUR VALUES AND ATTITUDES.
2) IT GENERALLY HAS LONG-RANGE CONSEQUENCES.
3) IT GENERALLY HAS A SIGNIFICANT INFLUENCE ON SELF AND OTHERS.

IF WE GO BY THESE CHARACTERISTICS, WE CAN SEE THAT WE OFTEN USE THE WORD DECISION INSTEAD OF THE WORD PREFERENCE, ALTHOUGH THERE ARE, OF COURSE, BIG DECISIONS AND LITTLE ONES. LET'S GO BACK TO THE FORM YOU FILLED OUT A FEW MINUTES AGO. USING THESE CHARACTERISTICS, WHICH ITEMS WERE REALLY PREFERENCES AND WHICH WERE REALLY DECISIONS? WHAT DO YOU THINK?"

Pause for discussion.

It is not necessary that all participants share their decisions. Elicit enough examples so that the difference between decision and preference becomes clear.

"NOW WHAT DO YOU THINK IS A GOOD DECISION? FIRST WE MUST REMEMBER THAT A DECISION NO MATTER HOW GOOD OR HOW WELL THOUGHT OUT OFFERS NO GUARANTEE. AT BEST, A DECISION IS AN EDUCATED GUESS, A CALCULATED RISK. THAT MEANS THAT WE CAN ONLY DO OUR BEST WITH ALL THE INFORMATION WE HAVE AT OUR DISPOSAL NOW (REMEMBER THERE IS NO HINDSIGHT AT THE TIME THE DECISION IS MADE).

LET'S LOOK AT SOME GUIDELINES FOR MAKING A GOOD DECISION."

Hand out Essentials of Good Decision Making.

Discuss and elaborate upon each item. Seek examples from participants' life experiences.

"THESE SEVEN ITEMS ALL SOUND REASONABLE BUT, IN FACT, FEW OF US CONSIDER ALL SEVEN BEFORE WE MAKE A DECISION. PEOPLE NOT ONLY HAVE DIFFERENT STYLES FOR DECISION MAKING BUT AN INDIVIDUAL OFTEN USES DIFFERENT STYLES FOR DIFFERENT DECISIONS.

PLEASE FORM GROUPS OF FOUR TO FIVE."

"LET'S GO BACK TO YOUR ORIGINAL LIST OF DECISIONS. I'LL EXPLAIN WHAT EACH DECISION STYLE IS AND I WOULD LIKE YOU TO TRY TO IDENTIFY THE STYLE YOU USED TO MAKE THAT DECISION. THEN YOU CAN DISCUSS WHY YOU FEEL IT WAS AN APPROPRIATE OR INAPPROPRIATE STYLE FOR THE PARTICULAR DECISION."

Read each decision style.

Impulsive - choosing the first alternative that comes to mind without much if any thought given to other alternatives or consequences.

Pause - one minute.

Intuitive - relying on "intuition" or "feelings" to make a decision.

Pause - one minute.

Planful - exploring all possible alternatives and consequences before making a decision.

Pause - one minute.

Agonizing - experiencing undue psychological stress created by conflicting feelings of needing to make a decision and being fearful of making a wrong decision.

Pause - one minute.

Procrastinating - putting off making a decision or exploring its ramifications until the very last minute.

Pause - one minute.

Paralyzed - being unable to make any decision at all, thereby letting someone else or time take care of the decision.

Pause - one minute.

Compliant - agreeing with whatever a significant other tells you or suggests that you do.

Pause - one minute.

Fatalistic - making a decision based on the belief that its result is predestined or that you have no control over the situation.

Pause - one minute.

No decision - deciding not to make any decision.

Pause eight to ten minutes for discussion.

"HOW WE CAN TELL THE DIFFERENCE BETWEEN ASKING OTHERS TO MAKE OUR DECISIONS FOR US, OR GETTING THEIR ADVICE AND FEEDBACK ON HOW OUR DECISIONS WILL AFFECT THEM? JUST FOR EXAMPLE LET'S SUPPOSE A YOUNG WOMAN NAMED SARA WISHES TO GO INTO THE FIELD OF ADVERTISING AND NEEDS TO MAKE A DECISION ABOUT COLLEGE. LET'S DISCUSS HOW YOU WOULD REACT IF THE SIGNIFICANT PEOPLE IN YOUR LIFE MADE THE FOLLOWING COMMENTS. HOW WOULD YOU DEAL WITH TRYING TO PLEASE ALL OF THEM AND YOURSELF?"

The following may be written on newsprint or copied and divided into separate pieces so a different participant can read each part to make it more lively. If there is time, two or three participants can take turns playing Sara and their different responses can be compared.

Advice from Significant Others

Mother - "You have to be so terribly aggressive - you're *so* good with children."

Father - "A cutthroat business. You'd be a top-notch nurse."

Brother - "A man's field - you'd never make it."

Sister - "Super - everybody in that field makes *loads* of money."

Best Friend - "Let's face it, nobody is going to marry an advertising executive - *too much* competition."

English teacher - "Well, you seem to be a relatively creative writer *but* advertising is a tough field."

Boyfriend - "Lousy idea because most people in the business are men."

Man in advertising - "Great - I've had my ups and downs just like everyone else in the field, *but* I wouldn't give it up for anything else."

Favorite field hockey coach - "Do whatever you want, *but* I sure hate to see you waste your athletic ability."

Sara - "How can I please all of them? -- and me?"

Discuss how Sara can utilize their ideas while still taking charge of her own decision-making process.

"LET'S GET BACK TOGETHER INTO A LARGE GROUP AND SHARE WHAT YOU HAVE LEARNED ABOUT YOUR DECISION-MAKING STYLE. LET US CONSIDER TWO QUESTIONS. FIRST, WHAT STRENGTHS OR SKILLS DO YOU ALREADY POSSESS IN THE AREA OF DECISION MAKING AND SECONDLY, WHAT DO YOU THINK YOU NEED TO PRACTICE?

Pause for discussion.

"NOW LET'S PUT INTO PRACTICE WHAT WE HAVE LEARNED TODAY."

Hand out Decision Making forms.

"BEFORE WE START, TAKE A MINUTE OF SILENT TIME TO CONSIDER A DECISION YOU HAVE TO MAKE, PERHAPS ONE THAT RELATES TO COLLEGE OR TO A CAREER."

INFORMATIONAL RESOURCES △

I. Prescriptive Goal:

Participants will continue to gain career information by exploring the many media resources available.

II. Time Needed:

45 minutes

III. Intervention Strategy:

○ See Session VI

Handouts for Session XI

Decision Styles 481

Essentials of Good Decision Making 482

Decision-Making Forms 483

PROJECT CHOICE

Decision Styles

Describe briefly eight to ten decisions you have made recently. Please be as specific as possible.

	Styles of Decision Making								
Decisions I Have Made	Impulsive	Intuitive	Planful	Agonizing	Procrastinating	Paralyzed	Compliant	Fatalistic	No Decision
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

PROJECT CHOICE

Essentials of Good Decision Making

1. Definition

I must define completely what I am making a decision about.

2. Alternatives and Assessment

If I am to choose, then I should have more than one option to consider carefully. (Search out as many alternatives as possible, but set limits because too much data can be paralyzing.)

3. Autonomy

I must be independent of others as much as possible. The challenge is to take charge of one's own life gradually. (Whether the person you consult gives you specific information or tells you what they would do "if they were you," it is really important to keep in mind that this person is not you. You must make the decision to fit your needs and your value system.)

4. Risk Taking

I need to strike a delicate balance between being too cautious and too adventurous. (Risk taking can refer to physical, intellectual, or emotional risks.) Many people need to expand their risk-taking limits to maximize the attractions of growth and minimize the attractions of safety.

5. Timing

I must set a reasonable time limit for making the decision. (Procrastination, impulsiveness, or simply poor timing are common errors.)

6. Responsibility

I must assume responsibility willingly for my decision-making behavior and its consequences. When I let others make my decisions, I avoid guilt and don't have to own the consequences but I give up being in charge of my own life.

7. Values

My decisions are influenced by my values (sometimes not fully understood by me). Getting in touch with the real me and clarifying my values helps me make good decisions.

PROJECT CHOICE

Decision-Making Forms

I. Question

A. What is the problem or situation? ____________________

____

B. What decision needs to be made by you? ____________________

____

C. When does the decision need to be made? ____________________

____

II. Values

A. Is it an important decision? (Long-range consequences for self? Involves significant others?)

____

____

B. What do I want the outcome to be?

Musts: Cannot modify or do without.

____

____

Wants: Would like but willing to modify or do without.

____

____

III. Assessment

A. What are the alternatives? Include status quo, and as many others as you can imagine.

B. What are the consequences of each alternative:

- For yourself?
- Effects on significant others?
- Feelings of significant others?

ALTERNATIVES	RISKS	REWARDS

C. How does each alternative meet your Musts and Wants?

D. Is there any way of combining alternatives to maximize rewards?

IV. Action

A. What is the best decision for you?

B. What is your second choice decision?

C. What is your back-up plan if something unforeseen comes up?

Special Group Changes for Session XI

Defining and Valuing One's Self 487

Asserting One's Self 489

○ DEFINING AND VALUING ONE'S SELF (Session XI)

Suggestion:

Informational Resources. Because of the reduced amount of time that the students had during Session VI to work with the Career Information Resources, it is recommended that whatever additional time is available should be spent in the career informational resources laboratory.

Modification:

Decision Making. A brief warm-up activity to decision making can be used. Students are asked to rapidly identify as many negative personal attributes or adjectives as they can. The group leader quickly writes down on newsprint all the negative attributes identified. The students are then asked to try to think of another adjective with a positive connotation that could be substituted for the negative adjective. Several examples should be provided by the leader, such as:

Negative Attribute	Substitute Positive Correlate
Stubborn	Persevering
Stingy	Frugal
Egghead	Intellectual

After the group has identified positive descriptors that can be substituted for each of the negative descriptors, the group leader can ask for observations that can be made or conclusions that can be drawn from the experience. Through discussion and leading questions posed by the group leader, students recognize that any particular quality, trait, or characteristic can be labeled either positively or negatively.

In terms of self-perceptions, the individual has the freedom to decide whether she will label her personal qualities positively or negatively. Depending upon the outcome of such decisions, the individual develops a system of self-beliefs which are evaluated either in a predominantly negative or a predominantly positive fashion. Despite the influence of others and the valence of those labels which are assigned, the individual has the freedom to make the ultimate decisions regarding how she will evaluatively label her own characteristics or self-perceptions.

It should be pointed out that although they are highly personal in nature, such decisions are central to the development of positive self-regard. Similar to the important decisions about post-secondary education and career pursuits, these decisions need to be made consciously and skillfully. At this point, the leader introduces the skills or components of effective decision making.

△ ASSERTING ONE'S SELF (Session XI)

Modification:

Decision Making. Utilize the decision-making example of Sara's choice of a college for behavioral rehearsal. Extend the role play by asking "Sara" to respond to her advisors by thanking them for their help, but maintaining assertive control of the decision as it is she who must make it. It is suggested that the participant playing Sara make an "I" statement concerning her own opinions in response to each adviser.

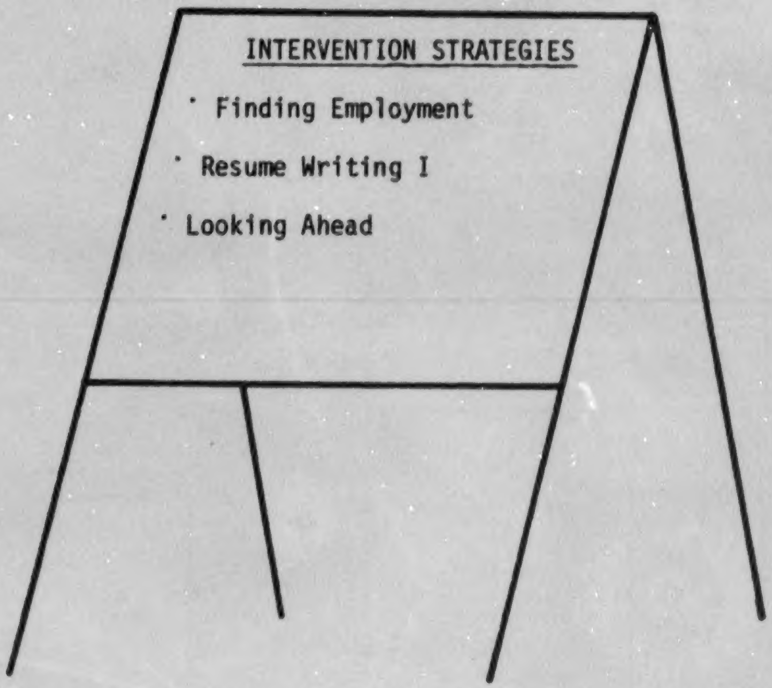
Addition:

Individual Assertive Goals (III). Continue the process in which each participant sets new assertive goals each week. Work on behavioral rehearsal of selected situations as in Session X.

SESSION XII--

GETTING THAT JOB!

SESSION XII--GETTING THAT JOB!



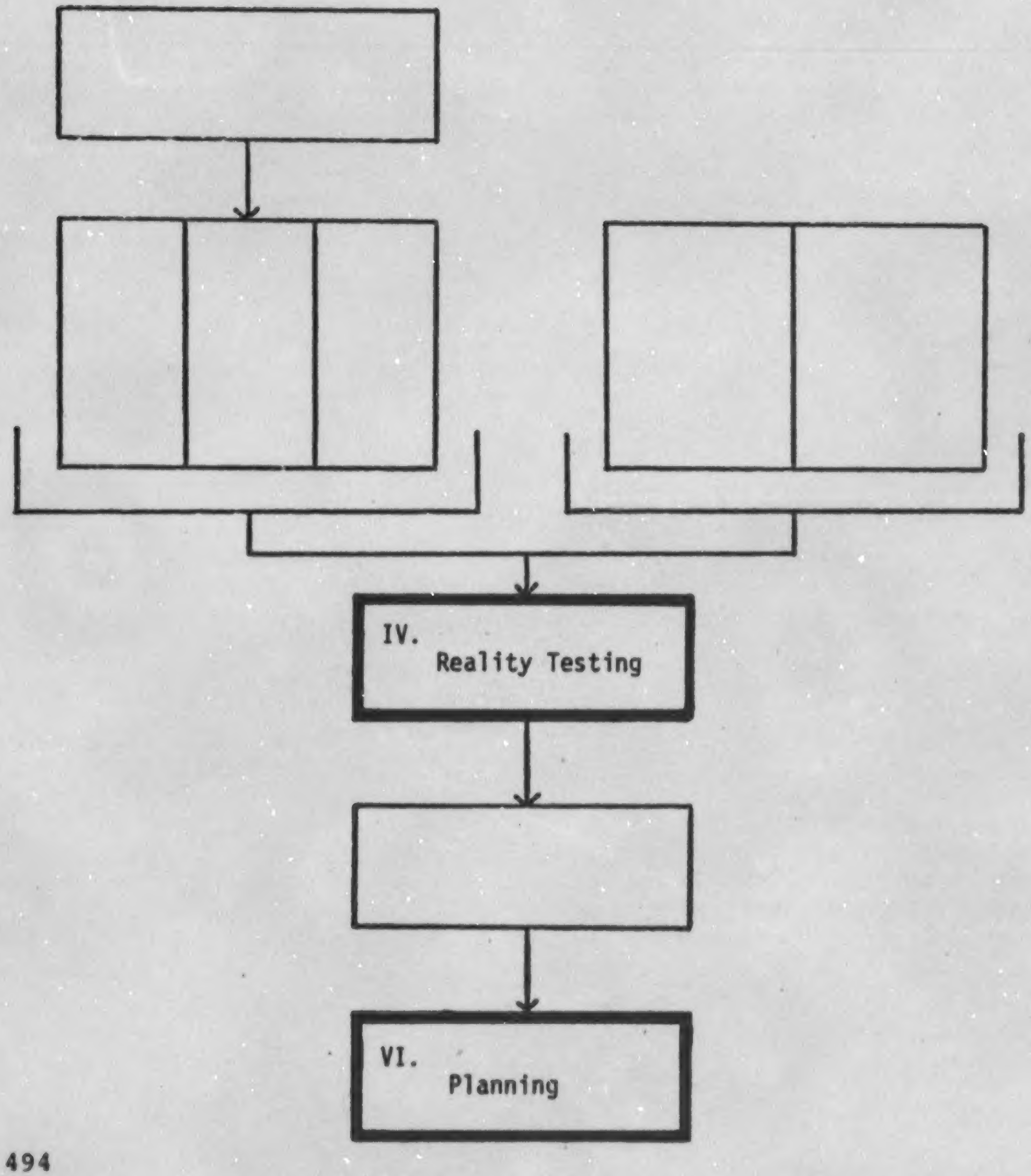
INTERVENTION STRATEGIES

- Finding Employment
- Resume Writing I
- Looking Ahead

- Finding Employment familiarizes the participants with job-hunting skills.
- Resume Writing I identifies the different sections of a resume and teaches the participants how to write an effective resume.
- Looking Ahead prepares the participants for the final workshop which follows in Session XIII.

Handouts:	Materials:
Finding Summer and After-School Employment	Plain paper (2 sheets per person)
Questions Commonly Asked by Employers	Newsprint, magic markers, watch
Resume Forms	
Example of Analytic Resume	
Career Information Workshop III Flyer	

PROJECT CHOICE


IV.
Reality Testing
VI.
Planning

SESSION XII

General Goals:

1. Participants will become familiar with the process of job hunting.
2. Participants will learn how to develop their own resumes.

Introduction:

Focusing on resume writing and job hunting at this point serves two purposes. First, these two activities, each in its own way, begins the summarizing process of the program. The participants have been guided through a maze of exploration strategies designed to help them come closer to the crystallization of their career choices. Because that process is multidirectional at times, insights and tentative decisions must be shelved until all the elements have been experienced, discussed, learned, and finally internalized.

Considering how to find a part-time or summer job and what types of jobs to seek helps the participants to focus on all they have learned about the world of work, fields they would like to pursue, or particular areas they would like to explore. This allows for reality testing to shed light on the type of work they would consider doing and the kind of environment in which they would like to function.

Writing a resume requires that all the elements they have learned about themselves now be brought together and organized into an integrated whole that will present the strengths and skills of the individual in a complimentary yet honest manner.

It will be especially useful to be familiar with works such as those of Boles (1972), Crystal (1974), and Irish (1972) before using this session.

FINDING EMPLOYMENT

I. Prescriptive Goals:

A. Participants will become familiar with the process of job hunting.

B. Participants will identify common sources of employment as well as consider the resources they have at their disposal.

II. Time Needed:

35 minutes

III. Intervention Strategy:

The form used by Project Choice for this activity, *Finding Summer and After-School Employment, was designed for job hunting in a large city. It may be necessary to modify it to fit the employment pattern in your community.*

"TODAY WE ARE GOING TO START APPLYING MANY OF THE IDEAS WE HAVE DISCUSSED IN OUR GROUP IN THE PAST FEW WEEKS. WE HAVE IDENTIFIED INTERESTS AND ABILITIES. WE HAVE EXPLORED VALUES AND LEARNED ABOUT THE WORLD OF WORK. FIRST WE ARE GOING TO LEARN SOME THINGS ABOUT JOB HUNTING: WHERE TO LOOK AND HOW TO GO ABOUT IT. THEN WE'LL LEARN HOW TO WRITE A RESUME TO APPLY FOR POSITIONS.

WHAT KIND OF WORK HAVE ANY OF YOU DONE SO FAR? HAVE THESE BEEN PAYING JOBS?"

Pause for discussion.

"HOW ABOUT VOLUNTEER WORK? WHAT HAVE YOU DONE AS A VOLUNTEER?"

Pause for discussion.

"THERE ARE QUITE A VARIETY OF JOBS EVEN THOUGH YOUNG PEOPLE ARE LIMITED IN THEIR SEARCH BECAUSE OF THEIR AGE OR LACK OF EXPERIENCE.

WHAT HAVE SOME OF YOUR EXPERIENCES BEEN SO FAR IN TRYING TO FIND A JOB?"

Pause for discussion.

Problems are likely to include: not knowing where to apply, not knowing who has a job available, being told on the phone that there's nothing available, not hearing again from a prospective employer, etc.

"LET'S LOOK AT SOME WAYS TO ELIMINATE OR AT LEAST REDUCE SOME OF THESE DIFFICULTIES."

Hand out Finding Summer and After-School Employment

"AS YOU CAN SEE, THE FIRST QUESTION IS WHAT KIND OF JOB ARE YOU LOOKING FOR? MOST YOUNG PEOPLE TEND TO ANSWER THAT QUESTION WITH 'I'LL TAKE ANYTHING I CAN FIND.' 'I CAN'T AFFORD TO BE CHOOSY.' UNFORTUNATELY, THIS ANSWER IS NOT PARTICULARLY USEFUL BECAUSE ONLY A VERY SMALL PART OF IT IS CORRECT. IT IS TRUE THAT YOU NEED AN OPEN MIND ABOUT THE VARIETY OF JOBS THAT MIGHT INTEREST YOU AND FULFILL YOUR NEEDS FOR A JOB. HOWEVER, HAVING AT LEAST SOME FOCUS AND DIRECTION WILL KEEP YOU AND THE EMPLOYER FROM WASTING TIME, EXPLORING JOBS

YOU WOULD NOT CONSIDER OR WHICH REQUIRE
SKILLS YOU OBVIOUSLY DON'T HAVE AND CAN'T
ACQUIRE QUICKLY."

Continue to explore each item with the participants. Use their own experiences to illustrate ideas along the way.

N.B.: *When you reach Section VI (Sources of Summer Jobs), you can go through the items listed but continue by helping each participant to think thoroughly and creatively about who she knows and how she can create a job for herself. For example, instead of taking care of one or two children for a working mother, she might consider asking a friend to explore the possibility of establishing a small play group in her home or at her church if there is none. What about a plant watering service for people on vacation? How about running errands for an elderly person or organizing a grass cutting and maintenance service for the neighborhood?*

The participants will benefit from each other's experiences as well as from what their older siblings or their friends have done. Sharing is especially important here.

RESUME WRITING I

I. **Prescriptive Goals:**

A. Participants will be able to identify the different sections of a resume and the type of information included in each.

B. Participants will learn how to write their own resumes.

II. **Time Needed:**

60 minutes

III. **Intervention Strategy:**

⬡ ○ △

"SINCE MANY PLACES WHERE YOU MIGHT APPLY FOR A JOB HAVE APPLICATION FORMS, YOU MIGHT RIGHTLY WONDER: 'WHY BOTHER WITH A RESUME?' FIRST, A RESUME HELPS YOU TO PULL TOGETHER EVERYTHING YOU KNOW ABOUT YOURSELF: WHAT YOU HAVE DONE AS WELL AS WHAT YOU CAN DO. SECOND, IT GIVES THE EMPLOYER THE IMPRESSION OF SOMEONE WHO HAS THOUGHT ABOUT WHAT SHE WANTS TO DO OR AT LEAST WHAT SHE HAS TO OFFER. FINALLY, WORKING OUT A RESUME WILL PREPARE YOU TO ANSWER SOME OF THE QUESTIONS THAT CAN BE ASKED DURING AN INTERVIEW. BECAUSE OF THESE THREE REASONS, A WRITTEN RESUME WILL GIVE YOU A REAL ADVANTAGE OVER THE OTHER APPLICANTS FOR THE JOB YOU WANT."

Hand out Questions Commonly Asked by Employers.

"THESE QUESTIONS WERE ADAPTED FROM A LIST OF 50 QUESTIONS MOST COMMONLY ASKED BY EMPLOYERS OF RECENT COLLEGE GRADUATES. PLEASE TAKE A MINUTE TO READ ALL OF THEM."

Pause.

"HOW WOULD YOU FEEL ABOUT ANSWERING ANY OF THESE QUESTIONS? DOES ANY ONE OF THEM SEEM ESPECIALLY DIFFICULT?"

Pause for discussion.

N.B.: *The purpose of presenting these questions is to help the participants realize that the answers can be found in the earlier activities completed during the last eleven sessions of Project Choice. This experience becomes one of the first steps toward the practical implementation of all they have learned about themselves and the world of work.*

Explore with the participants what makes some questions more difficult to answer and how some are really double edged; for example, question #14 requires a careful answer if the answer is likely to be no.

Use newsprint to illustrate the resume descriptions:

"SOME OF THESE QUESTIONS ARE NOT EASY.

WRITING A RESUME HELPS YOU TO THINK THROUGH AND NOT BE FORCED TO GIVE SPUR-OF-THE-MOMENT ANSWERS.

NOW LET'S LEARN HOW A RESUME IS WRITTEN AND HOW IT CAN HELP US. THERE ARE THREE BASIC TYPES OF RESUMES:

1. A CHRONOLOGICAL RESUME PROVIDES A LISTING OF YOUR EDUCATION AND WORK EXPERIENCE. THIS CAN LOOK PRETTY BARE IF YOU ARE NOT YET FINISHED WITH HIGH SCHOOL AND HAVE NOT ACTUALLY HELD A JOB.

2. A FUNCTIONAL ONE ALSO PROVIDES A LISTING OF YOUR EDUCATION AND WORK EXPERIENCE BUT HIGHLIGHTS THE RESPONSIBILITIES YOU HAVE HAD IN EACH JOB. AGAIN, FOR SOMEONE WITH LITTLE EXPERIENCE, THIS TYPE OF RESUME CAN LOOK RATHER MEAGER.
3. AN ANALYTICAL RESUME IDENTIFIES THE SKILLS AND COMPETENCIES YOU POSSESS. THESE CAN BE ARRANGED IN A HIERARCHY BEGINNING WITH THOSE YOU MOST WANT TO STRESS AS WELL AS THOSE MOST NEEDED IN THE FIELD OR POSITION YOU WANT.

THIS LAST TYPE, THE ANALYTICAL RESUME, IS REALLY THE MOST ADVANTAGEOUS ONE FOR SOMEONE WITH A LIMITED BACKGROUND. IT IS THE ONE WE ARE GOING TO USE.

FIRST, LET'S CONSIDER THE DIFFERENT SECTIONS OF A RESUME. ONE SECTION IS USUALLY LABELED PERSONAL. IT INCLUDES YOUR ADDRESS, TELEPHONE NUMBER, AND AGE IF YOU ARE UNDER 16. THIS SECTION IS NORMALLY PLACED FIRST SINCE THIS MAKES IT EASIER FOR THE EMPLOYER TO CONTACT YOU. THE OTHER SECTIONS HAVE NO PARTICULAR ORDER EXCEPT FOR THE ONE CALLED REFERENCES WHICH SHOULD BE LAST. IN BETWEEN THERE ARE AT LEAST TWO SECTIONS NO MATTER WHAT TYPE OF

RESUME YOU WOULD USE: ONE IS EDUCATION AND THE OTHER IS EMPLOYMENT (OF COURSE, ONLY IF YOU HAVE BEEN EMPLOYED PREVIOUSLY).

DEPENDING ON THE PURPOSE OF THE RESUME, OTHER SECTIONS CAN BE ADDED, FOR EXAMPLE, OTHER RELEVANT EXPERIENCE, PUBLICATIONS, HONORS/AWARDS, SPECIAL INTERESTS. FOR OUR PURPOSE, WE WILL ADD ONE OTHER SECTION LABELED SKILLS. SOMETIMES IT CAN BE CALLED COMPETENCIES OR QUALIFICATIONS.

LET'S HAVE EACH OF YOU WORK ON YOUR OWN RESUME AS WE TALK AND I WILL GIVE YOU WHATEVER HELP YOU NEED. I HOPE WE CAN SEE THE PRODUCT IN TWO WEEKS WHEN WE GET BACK TOGETHER."

Hand out one Resume form and two sheets of blank paper to each participant.

"ON THE FORM, YOU CAN SEE THAT IT IS EASY ENOUGH TO COMPLETE THE PERSONAL SECTION WITH YOUR NAME, ADDRESS, TELEPHONE NUMBER, AND AGE."

Pause.

"YOU CAN ALSO COMPLETE THE EDUCATION SECTION WITH THE NAME OF YOUR HIGH SCHOOL AND THE YEAR YOU EXPECT TO GRADUATE."

Pause.

"UNDER EMPLOYMENT, FILL IN ANY JOBS YOU HAVE

HAD. FIRST PUT THE DATES YOU HELD THE JOB. FOR EXAMPLE: JUNE 1978 TO PRESENT. NEXT, WRITE THE NAME OF THE COMPANY OR OF THE PERSON FOR WHOM YOU WORKED. UNDER THAT INCLUDE THE COMPANY'S OR PERSON'S ADDRESS."

Pause.

"THOSE THREE SECTIONS WERE RATHER STRAIGHTFORWARD TO COMPLETE. THE PROBLEM IS THAT, EVEN PUT TOGETHER, THEY DON'T SAY A WHOLE LOT ABOUT THE KIND OF PERSON YOU ARE OR THE TYPES OF SKILLS YOU HAVE. SO LET'S PUT THIS FORM ASIDE FOR A WHILE AND TAKE ONE OF THE PLAIN SHEETS. ON THE LEFT-HAND SIDE, I WOULD LIKE YOU TO START LISTING AS MANY THINGS AS YOU CAN REMEMBER THAT YOU HAVE DONE IN THE PAST TWO YEARS OR SO OR ARE STILL DOING NOW. TO HELP YOU GET STARTED, THINK OF ALL THE ACTIVITIES YOU ARE INVOLVED IN AT SCHOOL. FOR EXAMPLE, YOU MIGHT WRITE DOWN 'STUDENT COUNCIL REPRESENTATIVE,' 'CAPTAIN OF THE BASKETBALL TEAM' OR 'LEAD IN SCHOOL PLAY.' THEN GO OUTSIDE SCHOOL, TO CHURCH, GIRL SCOUTS, VOLUNTEER ACTIVITIES, NEIGHBORHOOD AND DON'T FORGET HOME AND FAMILY. MAKE A LONG LIST OF THE ACTIVITIES IN WHICH YOU

HAVE BEEN INVOLVED IN ONE WAY OR ANOTHER. THIS IS GOING TO TAKE TIME AND THOUGHT, SO I AM GOING TO LET YOU WORK ON YOUR OWN FOR A FEW MINUTES. KEEP IN MIND THAT FOR NOW NOTHING IS TOO UNIMPORTANT."

Pause - 5 to 7 minutes.

During this time, you might circulate and help the participants really stretch their memories. Emphasize, for now, the importance of even routine or very short-term activities.

"NOW, NEXT TO EACH ACTIVITY, BEGIN TO LIST THE SKILLS INVOLVED, EITHER A SKILL YOU BROUGHT TO THE ACTIVITY OR ONE YOU DEVELOPED BY BEING INVOLVED IN IT. FOR EXAMPLE, IF YOU WROTE 'STUDENT COUNCIL REPRESENTATIVE,' SOME SKILLS INVOLVED MIGHT BE LEADERSHIP, ORGANIZATION, COMMUNICATION; IF YOU WROTE 'BABYSITTING,' SOME SKILLS INVOLVED MIGHT BE ORGANIZATION, BUDGETING, INTERPERSONAL SKILLS, OR TEACHING. START IDENTIFYING THE SKILLS YOU HAVE. DON'T BE SHY! TAKE PRIDE IN EACH OF YOUR ACTIVITIES. I'LL COME AROUND AND LEND A HAND WHERE NECESSARY."

Pause - 10 to 15 minutes.

Use the following example for your own reference only. Participants, at this age especially, are likely to limit themselves to the specific examples given rather than expanding their thinking to cover what they can do.

Examples of Activities and Related Skills

Activity	Skills
Student Council representative	Leadership, organization, speaking
Lead in school play	Communication, artistic
Babysitting	Organization, budgeting (use earnings for clothes allowance), teaching
Sew own clothes	Artistic, organization
Junior camp counselor	Athletics, artistic, communication, organization, teaching
Math tutor	Teaching, interpersonal skills
Helped in Dad's office or worked in school office	Filing, interpersonal skills, typing, telephone answering
Earned Senior Lifesaving Badge	Leadership, athletic, teaching
Captain of basketball team	Leadership, organization, interpersonal skills, athletic
Newspaper carrier	Organization, budgeting
Top fund-raiser for school choir	Sales, communication, leadership

"YOU MIGHT WANT TO SPEND MORE TIME AT HOME FINISHING THIS TASK. FOR NOW, LET'S MOVE ON TO THE NEXT STEP SO THAT WE CAN WORK OUR WAY TO A FINISHED RESUME."

Use newsprint to illustrate the following discussion.

"FOR THE LAST FEW MINUTES, YOU HAVE BEEN IDENTIFYING SKILLS YOU POSSESS. WHAT SKILLS DO YOU THINK ANY EMPLOYER WOULD LOOK FOR, NO MATTER WHAT THE JOB?"

Pause for answers. Write them on newsprint as they are given.

"MOST OF YOU ARE ON THE RIGHT TRACK. LEADERSHIP WOULD BE AN IMPORTANT ONE. IT CONVEYS AN IMAGE OF SOMEONE WHO IS RESPONSIBLE AND SELF-MOTIVATED . . . INTERPERSONAL SKILLS MEANS A PERSON WHO CAN GET ALONG WELL WITH FELLOW WORKERS . . . ORGANIZATION SUGGESTS A PERSON WHO CAN CATEGORIZE AND SORT TASKS TO BE ACCOMPLISHED IN ORDER TO REACH A GOAL. THESE ARE SKILLS THAT WE WOULD DO WELL TO PUT AT THE TOP OF THE LIST. BUT THESE DO NOT ADDRESS A SPECIFIC JOB. LET'S SAY THAT YOU WANT TO BE A CAMP COUNSELOR. BESIDES THE SKILLS WE HAVE JUST MENTIONED, WHAT ARE SOME SKILLS THAT A CAMP DIRECTOR WOULD BE LOOKING FOR?"

Pause for answers.

"ATHLETIC WOULD BE ONE, ARTISTIC ANOTHER, TEACHING ANOTHER. GOOD ORAL COMMUNICATION WOULD PROBABLY ALSO BE IMPORTANT.

NOW LET'S SUPPOSE YOU'RE LOOKING FOR A JOB IN AN OFFICE. WHAT SKILLS WOULD THIS EMPLOYER LOOK FOR?"

Pause for answers.

"THIS TIME, GOOD WRITTEN COMMUNICATION WOULD BE IMPORTANT, OFFICE SKILLS ALSO. PERHAPS SOME SALES SKILLS WOULD HELP. LET'S

TAKE A LOOK AT HOW WE CAN PRESENT OUR SKILLS DIFFERENTLY TO APPLY FOR DIFFERENT TYPES OF JOBS."

Example of Hierarchy of Skills

Camp Counselor	Office Helper
Leadership	Leadership
Interpersonal	Interpersonal
Organization	Organization
Athletic	Communications
Artistic	Office Skills
Teaching	Sales
Communications	Teaching
Office Skills	Artistic
Special Skills	Special Skills

"YOU CAN SEE FROM THESE TWO LISTS THAT WE CAN TAKE THE SAME GROUP OF SKILLS AND REARRANGE THEM IN ORDER TO EMPHASIZE THE SKILLS MOST IMPORTANT FOR THE PARTICULAR JOB. IF YOU ARE NOT SURE WHAT TYPE OF JOB TO LOOK FOR, IT MIGHT BE TO YOUR ADVANTAGE TO MAKE UP TWO OR EVEN THREE RESUMES, EACH STRESSING DIFFERENT SKILLS.

THIS LIST OF SKILLS, THEN, MAKES UP THE MAJOR PART OF THE SECTION LABELED SKILLS ON YOUR RESUME FORM.

OF COURSE, IT'S NOT ENOUGH JUST TO LIST THEM BECAUSE AN EMPLOYER ISN'T SIMPLY GOING TO TAKE YOUR WORD FOR IT. YOU NEED TO SHOW EVIDENCE OF EACH ONE.

NOW TAKE THE OTHER SHEET OF PAPER YOU HAVE AND ON THE LEFT SIDE LIST THE SKILLS YOU HAVE IDENTIFIED. LEAVE SOME SPACE BETWEEN EACH. LIST EACH ONE."

Pause while participants complete the task.

"GO BACK OVER YOUR LIST AND SEE IF THERE ARE ANY SKILLS YOU DON'T WANT TO BOTHER LISTING OR ANY THAT MIGHT BE BETTER COMBINED UNDER A MORE GENERAL HEADING. YOUR FINAL LIST SHOULD INCLUDE SEVEN TO TEN SKILLS.

NOW YOU CAN SHOW EVIDENCE OF EACH BY USING YOUR LIST OF ACTIVITIES. HOWEVER, YOU DO NOT WANT TO LIST THE NAME OF THE ACTIVITY BUT RATHER TO DESCRIBE IT BY A SHORT PHRASE BEGINNING WITH AN ACTION VERB. THIS IS WHERE A RESUME TAKES THE MOST WORK! LET ME GIVE YOU SOME EXAMPLES:

Leadership

Not: Student Council representative
Rather: Served as Student Council representative

Office Skills

Worked as switchboard operator in school office
Completed Typing I and II (60 words/min.)

Artistic Skills

Play oboe in school orchestra
Sew most of my clothes
Played lead in school play
Entered poster contest on bicycle safety

"LET'S TAKE THE REST OF THE TIME WE HAVE TODAY TO WORK ON THIS. I DON'T EXPECT YOU TO HAVE IT COMPLETED BUT I WILL ASK YOU TO WORK ON IT AT HOME AND BRING IT BACK FOR NEXT TIME. I AM GOING TO CIRCULATE AND HELP YOU TO DO THIS."

Pause while participants work.

Hand out Example of Analytic Resume

"HERE IS AN EXAMPLE OF A COMPLETED RESUME FOR YOU TO FOLLOW."

Do not hand out the sample resume until the end of the session. It is a very valuable experience for each participant to struggle through the identification of her own skills and activities.

Remember to end this work 10 minutes before the end of the session in order to discuss the next week's activity.

LOOKING AHEAD

I. Prescriptive Goal:

Participants will receive information about the next Career Information Workshop.

II. Time Needed:

10 minutes

III. Intervention Strategy:

Hand out a flyer for Career Information Workshop II to each participant.

Answer any questions. Explain the format of this workshop.

Encourage them to attend and to bring their parents with them.

An example of such a flyer is included. It can be folded, sealed, and mailed to the participants who do not attend this session.

Handouts for Session XII

Finding Summer and After-School Employment 513

Questions Commonly Asked by Employers 516

Resume Form 517

Example of Analytic Resume 518

Career Information Workshop III Flyer. 520

PROJECT CHOICE

Finding Summer and After-School Employment

I. What kind of job are you looking for?

A. One that will maximize earnings
- If earnings are your priority, work involving heavy physical labor or difficult work conditions usually pay best: construction companies, automotive plants, other large plants or mills (e.g., bakeries), state highway department, etc.

B. One that will combine earnings with relevant experience

C. One in which earnings are not very important but which will provide the most relevant experience in the field you want to explore
- Consider volunteer occupations instead of paid employment or in addition to it. Volunteering will often allow you to work at a level of responsibility for which you would not be hired.

- Consider also courses in business skills, computer skills, or in a specific field related to your interests. One summer of special training can open many doors for future part-time or summer employment.

II. How can you find or create possible openings?

A. Yellow Pages:
It is very useful for finding out whether certain types of services or occupations exist in your community, the approximate size of the company, the address and telephone number, and sometimes the name of the person to contact. Yellow Pages groups together all related businesses, therefore simplifying looking for a specific field or type of work.

B. Everyone You Know:
Include friends, relatives, neighbors, etc. It pays to be bold. However, be as businesslike with them as with personnel people. They are, after all, prospective employers.

C. Newspapers, directories, local employment agencies:
These sources list job openings but most jobs open to teenagers often are not listed.

D. Large hospitals, colleges, and universities, etc.:
These institutions have special bulletin boards for openings. Find out where they are and check them regularly.

E. Shopping centers and shopping malls:
Spend a day making inquiries at each place of business.

F. Large professional buildings:
Check the bulletin boards for the types of business availabilities.

G. Classified Ads:
Place ads in local or ethnic newspapers about services you can provide or the type of work you desire.

H. Design and organize a service:
Advertise informally in your neighborhood. Use church or supermarket bulletin boards.

III. Whom should you approach?

A. Identify the manager, director, or person in charge.

B. Ask for a specific job or position or inquire about a specific area or office ("I am interested in a position in your business office").

C. Send letter of application and resume.

D. Try to speak to the person in charge. Remember, the secretary cannot hire you!

IV. How do you follow up?

A. Contact the same person whom you dealt with initially.

B. Keep calling. Show interest and persistence. Calling once a week is not too often unless told otherwise.

C. Be prepared to go back when asked. It is important to be readily available for follow-up interviews.

V. What about your appearance and behavior?

A. Dress appropriately for the interview. Even if the job itself requires jeans, wait until you've been hired.

B. Be prompt. Demonstrate by your behavior that you will be a responsible worker.

C. Treat the interviewer with thoughtfulness and respect even if it is a friend or relative you have known a long time.

VI. What are some sources of summer jobs?

A. Parks
B. Amusement parks
C. Camps
D. Recreation centers
E. Fast foods operations
F. Sales
G. Hospitals
H. Friends and relatives
I. Shopping malls
J. Country clubs
K. Political organizations
L. State and local governmental institutions

VII. What are some services you can provide?

A. Babysitting
B. House, pet or plantsitting
C. Lawn and garden care
D. Window washing
E. Housecleaning

PROJECT CHOICE

Questions Commonly Asked by Employers*

1. What do you see yourself doing five years from now?
2. What are your long-range career objectives?
3. How do you plan to achieve your career goals?
4. What do you consider to be your greatest strengths and weaknesses?
5. How would you describe yourself?
6. How do you think a friend or teacher who knows you well would describe you?
7. What motivates you to put forth your greatest effort?
8. What qualifications do you have that make you think that you will be successful?
9. In what ways do you think you can make a contribution to my company (store, etc.)?
10. Describe an accomplishment that has given you a great deal of satisfaction? Why?
11. If you were hiring someone to work here, what qualities would you look for?
12. What high school subjects do you like best? Why?
13. What high school subjects do you like least? Why?
14. Do you think that your grades are a good indication of your academic achievement?
15. What have you learned from participation in extracurricular activities?
16. In what kind of a work environment are you most effective?
17. How do you work under pressure?
18. In what part-time or summer jobs have you been most interested? Why?
19. How would you describe the ideal job for you?
20. Why did you decide to seek a position with this company?
21. What do you know about our company?
22. What two or three things do you believe would be most important to you in a job?
23. What major problem have you encountered and how did you deal with it?
24. What have you learned from your mistakes?

---

*Adapted from the 1976 College Placement catalogue.

PROJECT CHOICE

Resume Form

Personal:

Name:

Address:

Telephone No.:

Birth date:

Skills:

Education:

Employment:

References:

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PROJECT CHOICE

Example of Analytic Resume

JANE DOE

PERSONAL:

Address

Telephone no.:

Birthdate:

SKILLS:

Leadership:

Served as Student Council representative; elected captain of basketball team; served as treasurer of youth group.

Organizational:

Helped design fund-raising campaign for school choir; cared for two preschool children three days/week (1 year); delivered evening paper to 45 homes (three years).

Communication:

Played lead in school play; participated on debating team; worked on school yearbook.

Interpersonal:

Served on three Student Government committees; actively participated in church youth group.

Sales:

Raised most funds in door-to-door sales for school choir; organized cookie sale for Girl Scout troup.

Office:

Worked in school office (two years); can operate switchboard and mimeograph machine; completed Typing I and II (60 words/minute).

Artistic:

Designed cover layout for school yearbook; entered poster contest on bicycle safety; sew own clothes.

Athletic:

Earned Senior Lifesaving certificate; organized field hockey team; camping (5 summers).

Teaching:

Tutored math to sixth grader; taught swimming to younger brother; worked as teacher's aide.

EDUCATION:

Johnson High School Expect to graduate: June 1980

EMPLOYMENT:

1975-78	Newspaper Carrier - Hometown paper
1977-present	Babysitter
Summer 1978	Junior Counselor - Camp Hawthorne

REFERENCES:

Ms. Linda Smith - Address
(neighbor for whom you babysit regularly)

Mr. John Bailey - Address
(teacher with whom you work at school)

Ms. Wilma Johnson - Address
(Adult leader of youth group)

Career Information Workshop III Flyer

Please Note:

SCHEDULE REVISION

★ Groups will be meeting the week of January 23-28.

★ The third Career Information Workshop will be held on January 29.

★ Groups will be meeting for the last time the week of January 30 - February 4.

Phone numbers to inquire about snow closings for Project Choice
(Telephone No.)
(Telephone No.)

PROJECT CHOICE UPDATE
FOR JANUARY AND FEBRUARY

DON'T LET THE ~~SNOWMAN~~ SNOWPERSON
KEEP YOU AWAY!

SUPER SUNDAY

The last Project Choice Career Information Workshop will be held on (date) from 2:00 to 5:00 at (location). At this workshop, entitled "Along the Way," you will be meeting with students who are preparing for entry into different career fields as well as women currently employed in those fields. Presentations in six major career areas will be made in circles composed of three or more speakers and interested students. Two groups will be meeting simultaneously each hour. The following groups have been scheduled.

1. Science-Math-Environment
2. Law-Business
3. Public Service
4. The Arts and Humanities
5. Health
6. Communications

Ample opportunity will be available for you to interact with the speakers. We hope to see you there!

Special Group Changes for Session XII

Defining and Valuing One's Self 523

Asserting One's Self 525

Coping with Success 527

○ DEFINING AND VALUING ONE'S SELF (Session XII)

Suggestion:

Resume Writing I. For participants in this particular group, resume writing poses a significant problem. Before introducing the topic, the group leader should provide a brief warm-up experience that will demonstrate the highlight the problem:

1. The group leader presents the following hypothetical situation: "I AM INTERVIEWING APPLICANTS FOR THE WORLD'S MOST IDEAL JOB. IN SIXTY SECONDS, CAN YOU TELL ME WHY I SHOULD HIRE YOU FOR THIS POSITION?"
2. The group leader first asks for volunteers from the group and then progresses by selecting several students until each student has the opportunity "to apply" for the job.
3. To conclude, the students are asked to identify both how they felt as they were "applying" and to share what they observed about their own behavior and the behavior of others.

The students will identify a wide variety of verbal as well as non-verbal behaviors, most of which reflect the discomfort they experienced as they attempted to "boast" about themselves. The follow-up discussion should provide participants with the opportunity for exploring:

Why they felt uncomfortable?
Why confident self-presentation is important?
What the critical differences are between "boasting" and positive self-presentation?

As a way of introducing resume writing, the group leader indicates that the common denominator underlying both the job interview and resume writing is the need for positive and accurate self-presentation.

△ ASSERTING ONE'S SELF (Session XII)

Modification:

Resume Writing I. Utilize Questions Commonly Asked by Employers for rehearsal of college entrance or job interview. Participants divide into pairs and take turns being interviewed with questions selected from this list. Participants work on their assertive self-presentation so that they can acknowledge their own strengths and show respect for their own achievements while at the same time expressing respect for the interviewer.

COPING WITH SUCCESS (Session XII)

Modification:

Resume Writing I. Utilize Questions Commonly Asked by Employers to role play a job or college interview. This is suggested because participants who tend to be ambivalent about success are likely to hesitate to present themselves in a positive manner. In addition to providing situational rehearsal, it is very important for participants to have a chance to hear themselves and gain feedback from others on their self-presentation.

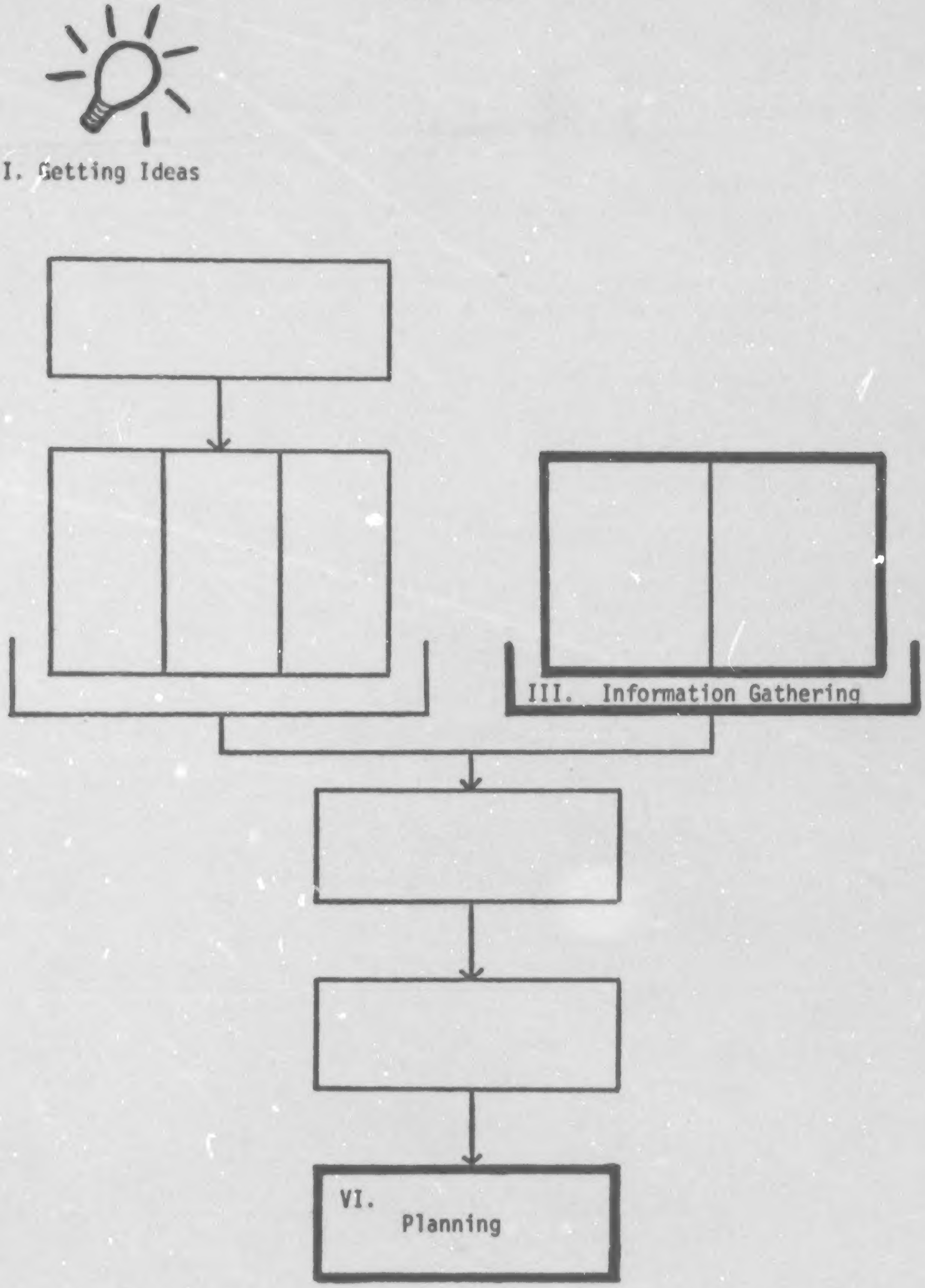
Participants can discuss how they have felt in interview situations. If one has experienced one recently, it can be role played. It is useful to have that participant play the interviewer, while another student with a more positive self-presentation models the interviewee. Then the original interviewee tries again.

In discussing participants' feelings you can learn more about the basis for their negative self-presentation. For example, a participant may be concerned about presenting herself "honestly." Together the group can explore the meaning of a truly honest self-presentation, and how this should include positive features as well.

SESSION XIII--

CAREER INFORMATION WORKSHOP II

PROJECT CHOICE


I. Getting Ideas
III. Information Gathering
VI. Planning

SESSION XIII

I. **Prescriptive Goals**:

A. Participants will continue to explore options available in different career clusters.

B. Participants will gain additional information regarding the requirements for entering different career fields.

C. Participants will continue to develop realistic ideas of the nature and scope of the educational requirements and personal commitment necessary for achieving different career objectives.

II. **Introduction**:

The third and last Career Information Workshop, "Along the Way," is designed to aid the Project participants in acquiring pertinent information through career exploration for future career decision making. At this workshop, participants are given the opportunity to interact with young women students preparing for entry into different career fields as well as with women currently employed in the field. This experience gives the participants a realistic idea of the processes involved in achieving their career aspirations. Since the participants are closer to the age of the students, they will identify with them more readily.

In choosing the speakers for this workshop, an attempt should be made to meet the specific requests and needs of the participants. Using a small group format, six career clusters are presented over a three-hour period.

Presentations are made in circles composed of three or more speakers and interested Project Choice participants. Two groups meet simultaneously each hour. Groups are scheduled to be 50 minutes in length with 10 minutes between sessions. The following groups may be scheduled:

I.	1. Science - Math - Environment 2. Law - Business
II.	3. Public Service 4. The Arts and Humanities
III.	5. Health 6. Communication

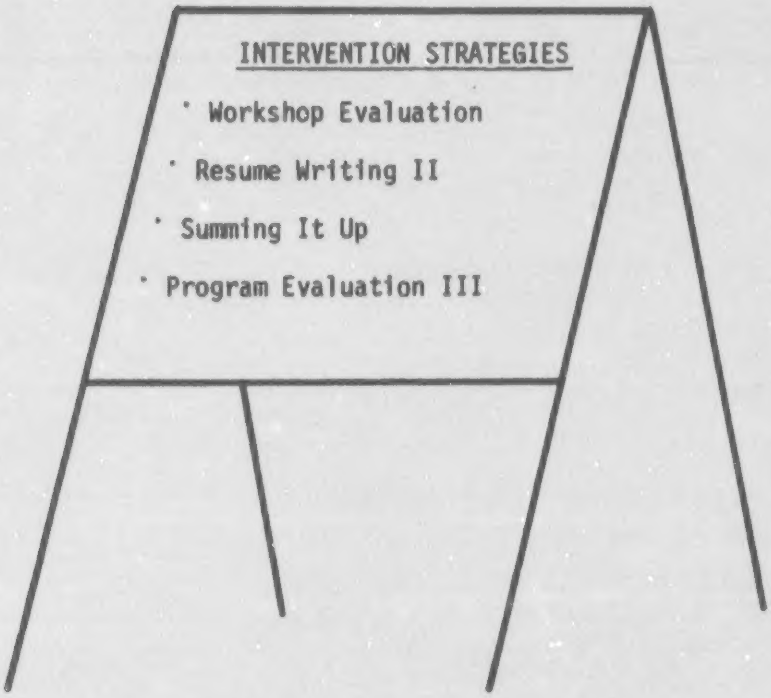
Schedule the first two circles to begin ten minutes after the announced opening of the Workshop to allow for late arrivals. (Experience taught us the necessity for this step.)

The staff greets speakers, parents, and participants as they arrive, assists in registration, and answers questions. Refreshments may be provided. Each speaker completes a workshop evaluation form prior to her departure.

The materials list and time line is the same as for Session V, Workshop I.

SESSION XIV --
WRAPPING IT UP

SESSION XIV--WRAPPING IT UP



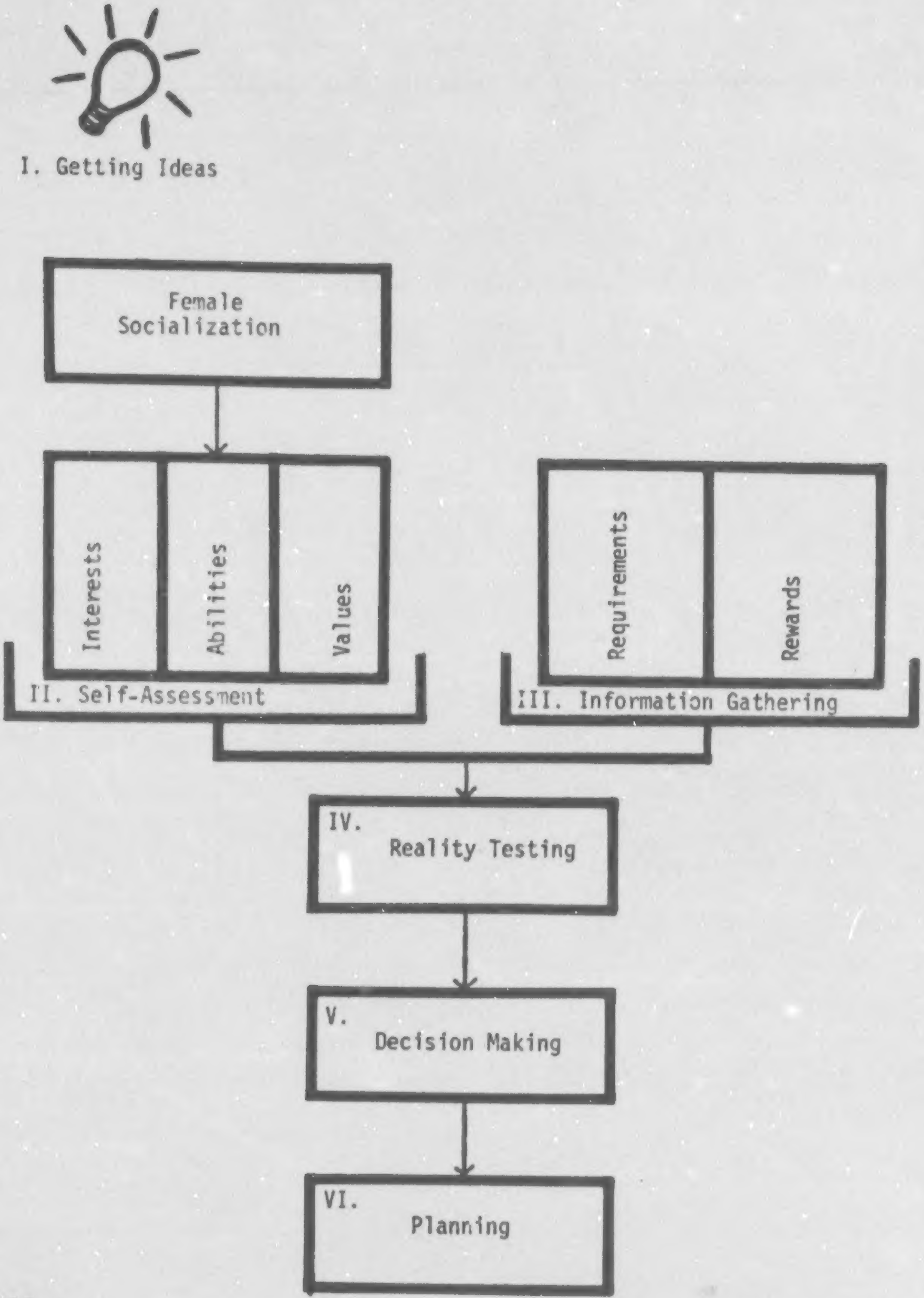
INTERVENTION STRATEGIES

- Workshop Evaluation
- Resume Writing II
- Summing It Up
- Program Evaluation III

- Workshop Evaluation helps participants analyze what they learned at the workshop.
- Resume Writing II provides participants with feedback on their completed resumes.
- Summing It Up gives participants an opportunity to consider what they have learned through this program and share this with each other.
- Program Evaluation III asks participants to give feedback on specific program components.

Handouts:	Materials:
Summing It Up Forms Program Evaluation III Forms	Balsa wood rods (3/16" dowel; 2 per participant) Construction paper (multicolor) Glue (in small bottles) Scissors, string, foil, wool, crayons Career Development Model (enlarged on newsprint) Newsprint, magic markers, watch

PROJECT CHOICE


I. Getting Ideas
Female Socialization
Interests
Abilities
Values
II. Self-Assessment
Requirements
Rewards
III. Information Gathering
IV. Reality Testing
V. Decision Making
VI. Planning

SESSION XIV

General Goal:

Participants will achieve a sense of closure about the program.

Introduction:

This session is designed to achieve closure to the program and to help the participants look at the totality of their experience.

By taking stock of what has happened during the course of the program, each participant can begin to plan future steps in her career development.

Especially if none were available during the course of the program, refreshments at the end of this session add a special and festive tone to the closing activities.

WORKSHOP EVALUATION

I. Prescriptive Goal:

Participants will identify and analyze what they gained at the career information workshop.

II. Time Needed:

15 minutes

III. Intervention Strategy:

As in the other workshop evaluations, focus on the learning, not the strengths and weaknesses of the workshop.

The following questions can be used for discussion. Encourage maximum participation.

"1. WHAT SPECIFIC LEARNING OCCURRED FOR YOU REGARDING POST-SECONDARY EDUCATION?

2. WHAT SPECIFIC LEARNING OCCURRED FOR YOU REGARDING A FIELD YOU HAVE CONSIDERED?

3. WHAT NEW INFORMATION DO YOU HAVE REGARDING ACHIEVING A CAREER GOAL?

4. WHAT OTHER INFORMATION DO YOU BELIEVE YOU STILL NEED TO NARROW YOUR CAREER GOAL?"

RESUME WRITING II

I. Prescriptive Goal:

Participants will receive feedback on their resume-writing skills.

II. Time Needed:

20 minutes

III. Intervention Strategy:

○ See Resume Writing I (Session XII)

> "LAST TIME WE WERE TOGETHER, WE LEARNED ABOUT RESUME WRITING AND AT THE END OF THAT SESSION, I ASKED YOU TO WORK ON YOURS AT HOME. WHAT WERE SOME OF YOUR REACTIONS AS YOU WORKED ON THIS TASK?"

Pause for discussion.

Some of the answers are likely to be:

It was really hard to do.
It seems so artificial.
It seems repetitive.

Such statements need to be addressed in terms of the purpose of a resume.

SUMMING IT UP

I. Prescriptive Goal:

Participants will summarize what they have learned during Project Choice.

II. Time Needed:

90 minutes

III. Intervention Strategy:

All materials for the mobiles should be ready on a large table, several small ones, or even on a large space on the floor.

"TODAY IS OUR LAST MEETING. FOR ME, COMING TO THE END OF THIS PROGRAM MEANS THINKING ABOUT WHAT WE HAVE EXPERIENCED TOGETHER AND CONSIDERING ALL THE NEW KNOWLEDGE I HOPE YOU'VE ACQUIRED BOTH ABOUT YOURSELVES AND ABOUT THE MYRIAD OF OPPORTUNITIES IN STORE FOR YOU. IF WE GO BACK TO THE CAREER DEVELOPMENT MODEL FOR A MOMENT, WE CAN SEE THAT WE HAVE WORKED OUR WAY THROUGH ALL OF ITS MANY SECTIONS. THE FIRST TIME WE MET TOGETHER, I REMEMBER EXPLAINING TO YOU THAT WE WERE NOT HERE TO GIVE YOU THE NAME OF A CAREER NEATLY BUNDLED FOR YOU TO ENTER. RATHER WE WERE GOING TO EXPLORE AS MANY POSSIBILITIES AND AS MANY IDEAS AS WE COULD.

TODAY, SOME OF YOU ARE QUITE SURE ABOUT THE DIRECTION YOU WANT TO TAKE WHILE SOME OF YOU STILL DON'T KNOW WHAT YOU WANT TO DO. HOPEFULLY, ALL OF YOU HAVE ACQUIRED NEW IDEAS AND ESPECIALLY NEW TOOLS TO CONTINUE YOUR EXPLORATION.

LET'S BEGIN THE SUMMING UP PROCESS BY COMPLETING THIS FORM: THEN WE'LL SHARE SOME OF IT TOGETHER."

Hand out Summing It Up forms.

Pause - 5 to 10 minutes while participants work.

"LET'S SHARE SOME OF YOUR ANSWERS. YOU CAN SHARE ALL OF THEM OR ONLY A FEW, PERHAPS ANY ANSWERS THAT MAY HAVE SURPRISED YOU OR THAT MAY SEEM ESPECIALLY IMPORTANT FOR YOU."

Pause for discussion.

This is an important time to stress the positive whenever possible by rephrasing any of the participants' negative statements into positive ones. Participants need to conclude the program with a strong sense of the skills and abilities they have and the exploration they have already completed rather than what they still lack or have to do.

"NOW LET'S TALK ABOUT A FUN WAY TO BRING ALL THIS TOGETHER.

CONSIDER THESE THREE QUESTIONS:

A) WHAT HAVE I LEARNED ABOUT MYSELF?

B) WHAT HAVE I LEARNED ABOUT THE WORLD OF WORK?

C) WHAT STEPS IN CAREER EXPLORATION LIE AHEAD OF ME?

USING ANY OF THE MATERIALS HERE, LET'S MAKE
A MOBILE TO ILLUSTRATE THOSE THOUGHTS.
YOU CAN DRAW OR WRITE OR CUT AND PASTE ANYTHING YOU WANT. WHEN YOUR MOBILES
ARE COMPLETED YOU CAN TAKE TURNS EXPLAINING
WHAT YOU HAVE DONE. HAVE FUN DOING IT.
YOU'LL SEE THAT YOU DON'T NEED GREAT ARTISTIC
TALENTS TO DO IT!
WORK ON IT FOR ABOUT 30-35 MINUTES AND THEN
WE'LL SHARE THEM."

Pause while participants work. It will probably be wise to give them a time warning after about 25 minutes and another when only five minutes are left. It's a good idea for you to become involved in the process by also making a mobile.

"NOW LET'S COME TOGETHER AND SHARE OUR WORK
AND THOUGHTS."

You will probably need to regulate gently the time each participant takes to share her mobile. If she is very brief, draw her out a bit with one or two questions or reactions. If she seems to be going too slowly, summarizing briefly what she is saying will often speed her on to the next item. The process may need to be repeated.

You will find it useful to model the behavior first. This will establish the level of sharing as well as the amount of detail given to each item.

Save about 10 minutes at the end of the session.

At this high point, the program can be closed and the last few minutes can be spent informally, perhaps with refreshments.

If you prefer more structure, you can ask each participant, or as many as would like to participate, to make a statement about how she is feeling right now. Again, model this first.

PROGRAM EVALUATION III

I. **Prescriptive Goal:**

Participants will evaluate specific segments of the program.

II. **Time Needed:**

10 minutes

III. **Intervention Strategy:**

> "BEFORE WE LEAVE TODAY, I WOULD LIKE YOU TO COMPLETE THIS EVALUATION OF THE PROGRAM. YOUR ANSWERS DO NOT NEED TO BE LONG, BUT IT WILL BE USEFUL TO ME IF YOU CAN BE AS SPECIFIC AS POSSIBLE."

Handouts for Session XIV

Summing It Up Form 549

Program Evaluation III Form 550

PROJECT CHOICE

Summing It Up Form

1. I am a person who is good at ____________________
____
2. I am a person who is interested in or excited by ____________
____
3. Some of the things I care about or value are ______________
____
4. Some of the things which give me satisfaction or happiness are ______
____
5. When I entered this program my chosen occupation for the future was
____
6. I added the following career ideas ________________
____
7. I eliminated the following career ideas ______________
____
8. I learned more about ________________________
____
9. What I am looking for in a post secondary institution is ________
____
10. Right now some likely career or school directions to explore are
____
____

PROJECT CHOICE

Program Evaluation III Form

Please evaluate the entire program.

1. Which part of the program did you find most worthwhile?__________

2. What do you feel you have gained from participation in the program?

3. Which exercises did you find most useful or interesting? Why?

4. Which exercises did you dislike?__________

5. Which discussions were of interest?__________

6. Which discussions were not of interest?__________

7. I have been disappointed that__________

8. I have been pleased about__________

9. What recommendations or suggestions would you make for future Project Choice programs based upon your experience?

550

Special Group Changes for Session XIV

Defining and Valuing One's Self 553

○ DEFINING AND VALUING ONE'S SELF (Session XIV)

Modification:

Resume Writing II. As the group leader reviews each participant's resume, a list of those observed participant strengths not highlighted sufficiently or omitted entirely from the resume should be constructed. Following the feedback on the written resume, the group leader should conduct a brief but thorough strength-sharing exercise. In this exercise, each participant should list those strengths which she is willing to acknowledge. As each participant shares her list, the group leader and the other group participants should prepare to share additional strengths that they believe the presenting participant possesses. For each additional strength presented, the participant should be asked whether or not she is willing to accept the strength which others attribute or ascribe to her.

Although participants may demonstrate verbal and non-verbal signs of embarrassment, such strength-sharing experiences are quite "ego boosting." The exercise also serves to generate a very positive, upbeat group climate appropriate for bringing the group experience to an end.

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II. Guides to Post-Secondary Schools and Occupational Programs.
  - A. College Blue Book (16th ed., 3 Vols.: Narrative descriptions, Vol. 1; Tabular data, Vol. 2; Degrees offered by college and subject, Vol. 3). New York: Macmillan Information, 1977.
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  - E. Watts, S. F. (Ed.). The college handbook (16th ed.). New York: College Entrance Examination Board, 1977.

III. Guides to Financial Aid Information.
  - A. College Scholarship Service. Explaining financial aid to students and parents. New York: College Entrance Examination Board, 1977.
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IV. Materials for Career Exploration.

A. Education/Career Wheels.

Available from:

American Personnel and Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009
(Approximate cost: $20.00, 1977)

The Education/Career Wheels present information on the careers and educational requirements for the fields of business, social science, natural science, humanities, and engineering.

B. Occupational Exploration Kit.

Available from:

Science Research Associates, Inc.
159 East Erie Street
Chicago, Illinois 60611
(Approximate cost: $158.90, 1977)

1. Guidance Series Booklets.
   - a. Paulson, B. B. Discovering your real interests.
   - b. Plummer, R. H., & Blocker, C. E. College careers and you.
   - c. Wolfbein, S. L., & Goldstein, M. F. Our world of work.
   - d. Worthy, J. C. What employers want.
2. Job Family Series.

   This series contains twenty booklets that describe jobs in the following fields:
   - a. Agribusiness and natural resources.
   - b. Business and office.
   - c. Communications and media.
   - d. Construction.
   - e. Consumer and homemaking education.
   - f. Education.
   - g. Engineering.
   - h. Environment.
   - i. Fine arts and humanities.
   - j. Health.
   - k. Manufacturing.
   - l. Marine Science.
   - m. Marketing and distribution.
   - n. Mechanical work.
   - o. Personal services.
   - p. Public service.
   - q. Recreation and hospitality.
   - r. Science.
   - s. Technical work.
   - t. Transportation.
3. Occupational Briefs.

   The occupational briefs identify each job by its DOT number and provide factual information about them, e.g., duties, educational requirements, and outlook for future employment.
4. OccuScan.

   This is a device which enables the user to evaluate career opportunities in terms of her educational plans, her abilities, her interests, and her mathematical skills.

VI. Audiovisual Materials.

A. Careers in Communication.

Available from:

Schloat Production Distribution Center
West Nyack, New York 10994
(Approximate cost: $115.00, 1977)

A five-part cassette tape and filmstrip program on careers in communication, publishing, broadcasting, visual media, and print advertising.

B. Careers in Law and Law Enforcement.

Available from:

Schloat Production Distribution Center
West Nyack, New York 10994
(Approximate cost: $50.00, 1977)

A two-part cassette tape and filmstrip program on career options in law and law enforcement.

C. Lifestyles.

Available from:

Schloat Productions Distribution Center
West Nyack, New York 10994
(Approximate cost: $50.00, 1977)

Presents two cassette tape and filmstrip programs titled "Consider the grass" and "Life is a river."

D. Women in Engineering.

Available from:

Engineering Extension Service (509/335-5095)
Washington State University
Pullman, Washington 99164
(Approximate cost: $75.00, 1977)

A slide tape program with a written script titled "It's just a new day" explores opportunities for women in the field of engineering.

E. Women and Work.

Available from:

Instructional Media Incorporated
141 East 44th Street
Tulsa, Oklahoma 74145
(Approximate cost: $64.95, 1977)

A series of six audio cassette tapes which assist women in career exploration by discussing the following:

a. "Women who work: Myth and reality."
b. "Moving beyond discrimination."
c. "Cultural conditioning: Keeping women down."
d. "Your emerging self."
e. "Skills, interests, and activities."
f. "What can the job do for you."
g. "A fantasy into your future."
h. "Resources in career life planning."
i. "Putting it all together."
j. "Clarifying your options."

k. "Traditional job search strategies."
l. "Alternative approaches to the job search."

F. Working Americans.

Available from:

Newsweek Educational Program
Newsweek, Incorporated
444 Madison Avenue
New York, New York 10022
(Approximate cost: $49.95, 1977)

A multimedia kit of sound/color filmstrip, cassette, and two case study units titled "Working Americans" and "Labor and management always adversaries" is designed to assist young adults to clarify their values and future career goals by investigating options in the world of work.

VII. Sources of Career Literature.

The Occupational Outlook Handbook, 1978-79 Edition, is a valuable source of information for agencies and associations which provide free career information. Below is a partial list of some of these agencies and/or associations.

a. Advertising Council, Incorporated.
b. American Chemical Society.
c. American Association of Colleges of Osteopathic Medicine.
d. American Association of Colleges of Podiatric Medicine.
e. American Association of Dental Schools.
f. American Chiropractic Association.
g. American Collectors Association, Incorporated.
h. American Dental Association.
i. The American Dietetic Association.
j. American Federation of Information Processing Societies.
k. American Federation of Musicians (AFL/CIO).
l. American Management Association.
m. American Medical Record Association.
n. American Optometric Association.
o. American Physical Therapy Association.
p. American Podiatry Association.
q. American Society of Clinical Pathologists.
r. American Society of Landscape Architects.
s. American Society of Radiologic Technologists.
t. American Society for Medical Technology.
u. American Speech and Hearing Association.
v. American Veterinary Medical Association.
w. Association of American Geographers.
x. Corporation for Public Broadcasting.
y. Federal Trade Commission.
z. Graphic Arts Technical Foundation.
aa. Independent Insurance Agents of America, Incorporated.
ab. International Photo Marketing Association.
ac. International Society for Clinical Laboratory Technology.
ad. International Union of Electrical Radio and Machine Workers.
ae. National Association of Metal Finishers.
af. National Dance Association.
ag. National Federation of Licensed Practical Nurses, Incorporated.

ah. National Secretaries Association.
ai. National Selected Morticians.
aj. Opticians Association of America.
ak. Professional Photographers of America, Incorporated.
al. Sales and Marketing Executives International Student Education Division.
am. Social Security Administration.
an. U. S. Civil Service Commission.
ao. U. S. Department of Agriculture, Food Safety and Quality Service.
ap. U. S. Department of Agriculture, Forest Service.
aq. U. S. Department of Health, Education, and Welfare, Division of Dentistry, Public Health Service.
ar. U. S. Department of Labor, Bureau of Labor Statistics.